



California Common Core State Standards Correlations

- English Language Arts
- Next Generation Science Standards
- History-Social Science Standards



College and Career Readiness Anchor Standards for READING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	2	1



Reading Standards for Literature	
Key Ideas and Details	McGraw-Hill Reading Wonders
<p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 29, 60 Unit 2: 171 Unit 3: 204, Unit 6: 410 LITERATURE ANTHOLOGY: Unit 1: 31, 71 Unit 2: 131, 159, 209 Unit 3: 251 Unit 4: 365, 385 Unit 5: 409, 439, 475 Unit 6: 507 LEVELED READERS: Unit 1, Week 1: <i>Cat and Dog</i> (A), <i>The Quest</i> (O), <i>Class Pets</i> (B); Unit 1, Week 3: <i>Too Many Pets?</i> (A), <i>A New Home for Henry</i> (O), <i>Hello, Koko!</i> (B); Unit 2, Week 5: <i>Amira's Petting Zoo</i> (A), <i>Alice's New Pet</i> (O), <i>Ava's Animals</i> (B); Unit 3, Week 2: <i>A Special Sunset</i> (A); <i>A Different Set of Stars</i> (O); <i>Shadows in the Sky</i> (B); Unit 3, Week 3: <i>City Communities</i> (A, O, B) YOUR TURN PRACTICE BOOK: 3, 5, 10, 20, 30, 60, 70, 93-95, 100, 120, 138, 180, 240 CLOSE READING COMPANION: 2, 3, 6, 7, 8-10, 15-17, 19, 35, 40, 41, 62-63, 74-76, 81-83, 84, 85, 114, 127, 129, 131, 132, 133, 135, 140, 192, 198 READING WORKSTATION ACTIVITY CARDS: 1 TEACHER'S EDITION: Unit 1: T18, T32, T43, T47A-T47L, T60, T64, T72-T73, T74, T77, T135, T139A-T139I, T154, T195, T209, T214-T215, T231A-T231L, T237A-T237B, T246, T248, T258, T262, T266 Unit 2: T47A-T47L, T139A-T139N, T148, T398-T399, T408-T409, T413A-T413D, T419A-T419B, T443, T447 Unit 3: T122-T123, T139A-T139L, T156-T157, T166-T167, T174-T175 Unit 4: T225A-T225P, T315A, T315F, T401, T405A-T405D, T422, T432, T436, T439, T440, T442 Unit 5: T28-T29, T45A-T45L, T60-T61, T118-T119, T135A-T135P, T151, T315A-T315L, T330 Unit 6: T28-T29, T45A-T45L, T321A-T321B, T401, T405A-T405D</p>
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>READING/WRITING WORKSHOP: Unit 2: 126 Unit 4: 309, 310 Unit 5: 338 Unit 6: 411, 412 LITERATURE ANTHOLOGY: Unit 2: 159 Unit 3: 278-279 Unit 4: 379, 385 Unit 5: 409, 475 Unit 6: 507, 576-577 LEVELED READERS: Unit 2, Week 2: <i>The Cat and the Mice</i> (A), <i>The Dog and the Bone</i> (O), <i>The Spider and the Honey Tree</i> (B); Unit 3, Week 3: <i>City Communities</i>, pp. 17-18 (A) <i>City Communities</i>, pp. 16-18 (O, B); Unit 4, Week 4: <i>Why Turtles Live in Water</i> (A), <i>How Butterflies Came to Be</i> (O), <i>Why Spider Has 8 Thin Legs</i> (B); Unit 4, Week 5: <i>A Hike in the Woods</i> (A), <i>A Little World</i> (O), <i>Star Party</i> (B); Unit 6, Week 1: <i>The Apples of Idun</i> (A), <i>Hercules and the Golden Apples</i> (O), <i>Demeter and Persephone</i> (B) YOUR TURN PRACTICE BOOK: 183-185, 203-204, 253-254, 293-294 CLOSE READING COMPANION: 44, 45, 46, 86, 87, 121, 123, 124, 125, 156, 172, 190, 191, 192 READING WORKSTATION ACTIVITY CARDS: 14, 27 TEACHER'S EDITION: Unit 2: T103, T110-T113, T116-T117, T126-T127, T139M-T139N, T145A-T145B, T154, T156-T157, T166-T167, T170-T171 Unit 3: T237A-T237B Unit 4: T293, T300-T301, T302-T303, T310, T315A-T315F, T321A-T321B, T331, T332, T340-T341, T342, T346, T350-T351, T352, T378, T390-T391, T405A, T430, T432, T436, T439, T440, T442 Unit 5: T28-T29, T41, T45I, T315K-T315L Unit 6: T30-T31, T32-T33, T45A-T45L, T62-T63, T70-T71, T72-T73, T80-T81, T82, T321A-T321B, T400-T401, T423, T435</p>

Reading Standards for Literature

Key Ideas and Details		McGraw–Hill Reading Wonders
RL.2.3	Describe how characters in a story respond to major events and challenges.	<p>READING/WRITING WORKSHOP: Unit 1: 45, 61, Unit 2: 109, 125 Unit 4: 295 Unit 5: 339, 381 Unit 6: 411</p> <p>LITERATURE ANTHOLOGY: Unit 1: 55, 79 Unit 2: 131, 159 Unit 3: 251 Unit 4: 365 Unit 5: 409, 475 Unit 6: 507</p> <p>LEVELED READERS: Unit 1, Week 2: <i>Music in My Family</i> (A), <i>Happy New Year!</i> (O), <i>I'm Down Under</i> (B); Unit 2, Week 1: <i>Hippos at the Zoo</i> (A), <i>Where Are They Going?</i> (O), <i>An Arctic Life for Us</i> (B); Unit 2, Week 2: <i>The Cat and the Mice</i> (A), <i>The Dog and the Bone</i> (O), <i>The Spider and the Honey Tree</i> (B); Unit 4, Week 3: <i>Sharing Cultures</i> (A), <i>A New Life in India</i> (O), <i>Akita and Carlo</i> (B); Unit 5, Week 1: <i>Fixing the Playground</i> (A), <i>The Food Crew</i> (O), <i>How Many Greats?</i> (B); ; Unit 6, Week 1: <i>The Apples of Idun</i> (A), <i>Hercules and the Golden Apples</i> (O), <i>Demeter and Persephone</i> (B)</p> <p>YOUR TURN PRACTICE BOOK: 10, 23–24, 63–64, 173–174, 183–184, 283–284</p> <p>CLOSE READING COMPANION: 8, 15, 20, 36, 41, 42, 67, 81, 85, 86, 87, 114, 116, 121, 122, 124, 125, 126, 127, 133, 135, 139, 140, 142, 154, 156, 167, 191, 192</p> <p>READING WORKSTATION ACTIVITY CARDS: 2, 3, 5, 6, 13</p> <p>TEACHER'S EDITION: Unit 1: S4, S10, T124–T125, T139A–T139L, T156–T157, T165, T166–T167, T169, T170–T171, T173, T174–T175, T216–T217, T231A–T231L, T248–T249, T256–T257, T258–T259 Unit 2: T32–T33, T47A–T47L, T64–T65, T72–T73, T74–T75, T77, T78–T79, T80, T82–T83, T124, T139A–T139L, T156–T157, T164–T165, T166, T169, T170–T171, T173, T174–T177, T443 Unit 3: T135, T139A–T139L Unit 4: T210–T211, T220, T225A–T225P, T241, T242–T243, T250–T251, T252–T253, T255, T293, T300–T301, T310, T315A–T315F, T345, T349 Unit 5: T30–T31, T45A–45L, T300–T301, T315A–T315L, T331, T332, T340–T341, T345, T346, T352 Unit 6: T30–T31, T62–T63, T70–T71, T72–T73, T75, T76–T77, T79</p>
Craft and Structure		McGraw–Hill Reading Wonders
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.)	<p>READING/WRITING WORKSHOP: Unit 2: 165, 170, 172 Unit 4: 317, 324, 325 Unit 6: 461 466, 468</p> <p>LITERATURE ANTHOLOGY: Unit 2: 209 Unit 4: 385 Unit 6: 581</p> <p>LEVELED READERS: Unit 2, Week 5: <i>Amira's Petting Zoo</i>, pp. 17–20(A), <i>Alice's New Pet</i>, pp. 17–20(O), <i>Ava's Animals</i>, pp. 17–20(B); Unit 4, Week 5: <i>A Hike in the Woods</i>, pp. 17–20 (A), <i>A Little World</i> pp. 17–20(O), <i>Star Party</i>, pp. 17–20(B); Unit 6, Week 5: <i>Matt's Journey</i>, pp. 17–19(A), <i>A Fantastic Day!</i>, pp. 17–19(O), <i>A Day in Ancient Rome</i>, pp. 17–19(B)</p> <p>YOUR TURN PRACTICE BOOK: 98, 100, 293–294, 298, 300</p> <p>CLOSE READING COMPANION: 4, 18, 43, 66, 75, 106, 128, 129, 130, 131, 132, 146, 168, 194, 195, 196, 197, 198</p> <p>READING WORKSTATION ACTIVITY CARDS: 24</p> <p>TEACHER'S EDITION: Unit 1: T53A–T53B, T231J, T237A–T237B, T413A–T413D Unit 2: T386–T387, T396–T397, T400–T401, T413A–T413D, T419A–T419B, T429, T440–T441, T444, T449, T450–T451 Unit 4: T378–T379, T388–T389, T392–T393, T400, T405A–T405D, T411A–T411B, T421, T433, T437 Unit 6: T45C, T376, T379, T388–T389, T392–T393, T405A–T405D, T411A–T411B, T423, T433, T437, T440–T441, T442</p>
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>READING/WRITING WORKSHOP: Unit 1: 46, 62 Unit 2: 109, 126 Unit 3: 205 Unit 4: 295 Unit 5: 354, 382 Unit 6: 405</p> <p>LITERATURE ANTHOLOGY: Unit 2: 131, 159 Unit 3: 251 Unit 5: 475</p> <p>LEVELED READERS: Unit 3, Week 2: <i>A Special Sunset</i> (A), <i>A Different Set of Stars</i> (O, ELL), <i>Shadows in the Sky</i> (B); Unit 2, Week 1 (A), (O), (B): Unit 5, Week 2 (A) (O), (B)</p> <p>YOUR TURN PRACTICE BOOK: 18, 20, 28, 30, 183–184, 253–254, 293–294</p> <p>CLOSE READING COMPANION: 4, 17, 18, 68, 69, 76, 123, 125, 142, 155, 166, 191</p> <p>READING WORKSTATION ACTIVITY CARDS: 6, 9, 13</p> <p>TEACHER'S EDITION: Unit 1: S4, S10, T126–T127, T139A–T139L, T155, T218, T247 Unit 2: T32–T33, T47A–T47L, T124–T125, T126–T127, T139A–T139N, T388 Unit 3: T124–T125, T126–T127, T134–T135, T139A–T139L, T155, T156–T157, T164–T165, T166–T167, T169, T170–T171, T173, T174–T175, T176–T177 Unit 4: T210, T220–T221, T241 Unit 5: T18–T19, T122–T123, T302–T303, T315B–T315E, T315H Unit 6: T32–T33</p>

Reading Standards for Literature		
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>READING/WRITING WORKSHOP: Unit 4: 296, 304–307, 310 Unit 5: 339, 340, 353, 382 Unit 6: 467</p> <p>LITERATURE ANTHOLOGY: Unit 4: 370–377 Unit 5: 409, 439 Unit 6: 581</p> <p>LEVELED READERS: Unit 4, Week 4: <i>Why Turtles Live in Water</i> (A), <i>How Butterflies Came to Be</i> (O), <i>Why a Spider Has 8 Thin Legs</i> (B); Unit 5, Week 1: <i>Fixing the Playground</i> (A), <i>The Food Crew</i> (O), <i>How Many Greats?</i> (B); Unit 6, Week 5: <i>Matt’s Journey</i> (A), <i>A Fantastic Day!</i> (O), <i>A Day in Ancient Rome</i> (B)</p> <p>YOUR TURN PRACTICE BOOK: 178, 180, 205, 293–294</p> <p>CLOSE READING COMPANION: 47, 114, 115 121, 122, 124, 125, 126, 154, 155</p> <p>TEACHER’S EDITION: Unit 2: T139G, T139L Unit 3: T139C, T237A, Unit 4: T212–T213, T225A–T225P, T228–T229, T302–T303, T315A–T315F Unit 5: T18–T19, T30–T31, T32–T33, T45A–T45L, T60–T61, T62–T63, T71–T72, T75, T76–T77, T79, T80–T83, T151, T311, T315C, T315G Unit 6: T45E, T390–T391, T405A–T405C, T411A, T421, T422, T430–T431, T432, T436, T439, T440–T441, T442</p>
Integration of Knowledge and Ideas		McGraw–Hill Reading Wonders
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>READING/WRITING WORKSHOP: Unit 1: 28, 29, 30, 44, 45, 61 Unit 2: 110, 171 Unit 4: 294, 308</p> <p>LITERATURE ANTHOLOGY: Unit 1: 55, 79 Unit 2: 131</p> <p>YOUR TURN PRACTICE BOOK: 3–4, 5, 8, 13–14, 15, 25, 58, 120, 173–174</p> <p>CLOSE READING COMPANION: 1, 2, 3, 5, 6, 8, 9, 10, 15, 16, 17, 21, 34, 35, 36, 37, 47, 67, 81, 82, 84, 115, 116 134, 141, 166, 172</p> <p>READING WORKSTATION ACTIVITY CARDS: 3</p> <p>LEVELED READERS: Unit 1, Week 1: <i>Cat and Dog</i> (A), <i>The Quest</i> (O), <i>Class Pets</i> (B); Unit 4, Week 3: <i>Sharing Cultures</i> (A), <i>A New Life in India</i> (O, ELL), <i>Akita and Carlo</i> (B)</p> <p>TEACHER’S EDITION: Unit 1: S4, S10, T30–T31, T32–T33, T34–T35, T42–T43, T47A–T47L, T53A–T53B, T64, T74, T82, T84, T122, T124, T134, T139A–T139L, T156, T166, T170, T174, T216, T227, T231A–T231L, T248, T258, T261, T262, T265, T266 Unit 2: T32–T33, T34–T35, T42–T43, T47A–T47L, T63, T135, T139A–T139N, T227 Unit 3: T122–T123, T139A–T139L Unit 4: T208–T209, T218, T220, T225A–T225L, T242, T252, T256, T260–T261, T262, T298–T299, T315A–T315F, T321A–T321B, T332, T342, T346, T350–T351, T352 Unit 6: T321A</p>
RL.2.8	(Not applicable to literature.)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>READING/WRITING WORKSHOP: Unit 2: 118–123</p> <p>LITERATURE ANTHOLOGY: Unit 2: 136–159, 160–163</p> <p>CLOSE READING COMPANION: 44, 45, 46, 115, 126, 140, 146</p> <p>READING WORKSTATION ACTIVITY CARDS: 23</p> <p>TEACHER’S EDITION: Unit 2: T95, T139B, T145A–T145B, T154–T155, T467</p>
Range of Reading and Level of Text Complexity		McGraw–Hill Reading Wonders
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>READING/WRITING WORKSHOP: These units reflect the range of text complexity found throughout the book. Unit 1: 54–59 Unit 2: 118–123 Unit 3: 198–203 Unit 4: 318–321 Unit 5: 376–379 Unit 6: 406–409</p> <p>LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book. Unit 1: 34–55 Unit 2: 206–208, Unit 3: 232–249 Unit 4: 336–363 Unit 5: 456–473 Unit 6: 486–506</p> <p>LEVELED READERS: Unit 1, Week 2: <i>Music in My Family</i> (A), <i>Happy New Year!</i> (O), <i>I’m Down Under</i> (B); Unit 2, Week 5: <i>Amira’s Petting Zoo</i> (A), <i>Alice’s New Pet</i> (O, ELL), <i>Ava’s Animals</i> (B); Unit 3, Week 2: <i>A Special Sunset</i> (A), <i>A Different Set of Stars</i> (O), <i>Shadows in the Sky</i> (B); Unit 5, Week 1: <i>Fixing the Playground</i> (A), <i>The Food Crew</i> (O), <i>How Many Greats?</i> (B); Unit 6, Week 5: <i>Matt’s Journey</i> (A), <i>A Fantastic Day!</i> (O), <i>A Day in Ancient Rome</i> (B)</p> <p>CLOSE READING COMPANION: 1–3, 4–6, 8–10, 15–17, 18–20, 44–46, 62–65, 74–76, 81–83, 84–86, 114–116, 121–123, 124–126 133–135, 190–192, 194–195, 196–197</p> <p>TEACHER’S EDITION: Unit 1: T53A–T53B, T413A–T413D, T472–T475 Unit 2: T472–T475 Unit 3: T472–T475, Unit 4: T464–T467 Unit 5: T464–T467 Unit 6: T392, T464–T467</p>

Reading Standards for Informational Text

Key Ideas and Details	McGraw-Hill Reading Wonders
<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 76, 77, 90, 91 Unit 2: 141, 156, 157 Unit 3: 188, 220, 236, 237, 246-249, 250, 251 Unit 4: 265, 266 Unit 6: 409, 410, 423, 424 LITERATURE ANTHOLOGY: Unit 1: 90, 99, 101, 105, 107 Unit 2: 183, 203 Unit 3: 263, 285, 286, 291, 293, 295, 297 Unit 4: 316, 319 Unit 6: 553, 575 LEVELED READERS: Unit 1, Week 4: <i>People Helping Whales</i> (A, O, B); Unit 1, Week 5: <i>Families at Work</i> (A, O, B); Unit 2, Week 3: <i>A Tree Full of Life</i> (A, O, B); Unit 2, Week 4: <i>Animal Families</i> (A, O, B); Unit 3, Week 1: <i>Forces at Work</i> (A, O, B); Unit 3, Week 3: <i>City Communities</i> (A, O, B); Unit 3, Week 4: <i>Weather All Around</i> (A, O, B); Unit 3, Week 5: <i>The Sounds of Trash</i> (A, O, B); Unit 6, Week 2: <i>Wind Power</i> (A, O, B) YOUR TURN PRACTICE BOOK: 33, 35, 43, 45, 73-74, 110, 113-114, 123-124, 130, 133-134, 140, 190, 200, 210, 230, 250, 253-254, 263-264, 270, 280, 290 CLOSE READING COMPANION: 11, 13, 22-24, 25, 29-30, 48-50, 51, 55-57, 64, 65, 67-69, 72, 81-83, 88, 96, 101, 102, 104, 107, 108, 111, 113, 143, 145, 147, 150, 151, 152, 175, 177, 183, 185, 187 READING WORKSTATION ACTIVITY CARDS: 7, 10 TEACHER'S EDITION: Unit 1: T306-T307, T308-T309, T323A-T323L, T329A-T329B, T338-T339, T396-T397, T398-T399, T413A-T413D, T419A-T419B, T430, T438, T440, T448, T450 Unit 2: T216-T217, T231A-T231L, T237A-T237B, T306-T307, T308-T309, T323A-T323J, T329A-T329B, T340-T341, T350-T351, T358-T359, T360-T361 Unit 3: T30-T31, T47A-T47J, T53A-T53B, T214-T215, T231C-T231L, T306-T307, T308-T309, T323A-T323H, T329A-T329B, T396-T397, T398-T399, T413A-T413D, T428-T429 Unit 4: T28-T29, T45A-T45L, T51A-T51B, T135A-T135H, T150 Unit 5: T51A-T51B, T141A-T141B, T225A-T225H, T231A-T231B, T405A-T405D, T411A-T411B Unit 6: T118-T119, T135A-T135L, T152, T164, T166, T170-T171, T225A-T225J, T231A-T231B, T315A-T315L</p>
<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>READING/WRITING WORKSHOP: Unit 2: 141, 157 Unit 3: 230-235, 237, 246-249, 251 Unit 4: 265, 279 Unit 6: 439 LITERATURE ANTHOLOGY: Unit 2: 183, 203 Unit 3: 291, 297 Unit 6: 553 LEVELED READERS: Unit 2, Week 3: <i>A Tree Full of Life</i> (A, O, B); Unit 2, Week 4: <i>Animal Families</i> (A, O, B); Unit 3, Week 4: <i>Weather All Around</i> (A, O, B); Unit 3, Week 5: <i>The Sounds of Trash</i> (A, O, B) YOUR TURN PRACTICE BOOK: 73-75, 83-85, 113-114, 133-134, 143-145, 273-275 CLOSE READING COMPANION: 12, 25, 60, 65, 72, 91, 92, 96, 97, 104, 110, 157 READING WORKSTATION ACTIVITY CARDS: 7, 10 TEACHER'S EDITION: Unit 2: T216-T217, T231A-T231K, T248-T249, T256-T257, T258-T259, T262-T263, T265, T266-T267, T308-T309, T321A-T321J, T339 Unit 3: T43, T47D, T308-T309, T323A-T323J, T398-T399, T413A-T413D, T430-T431, T440-T441, T442-T443, T444-T445 Unit 4: T40-T41, T45D, T131-T132, T135D Unit 6: T210-T211, T225A-T225J, T242-T243, T250-T251, T252-T253, T256-T257, T258-T259, T310-T311</p>
<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>READING/WRITING WORKSHOP: Unit 4: 262-265, 267, 276-279, 280, 281 Unit 5: 362-365, 367, 390-393, 395 Unit 6: 448-451, 453 LITERATURE ANTHOLOGY: Unit 4: 319, 333 Unit 5: 453, 481, 483 Unit 6: 575 LEVELED READERS: Unit 4, Week 1: <i>Rocky Mountain National Park</i> (A, O, B); Unit 4, Week 2: <i>Earthquakes</i> (A, O, B); Unit 5, Week 3: <i>Rudy Garcia-Tolson</i> (A, O, B); Unit 5, Week 5: <i>Government Rules</i> (A, O, B), Unit 6, Week 4: <i>How to Be a Smart Shopper</i> (A, O, B) YOUR TURN PRACTICE BOOK: 80, 110, 140, 150, 173-175, 243-245, 283-285 CLOSE READING COMPANION: 52, 58, 59, 62, 63, 73, 96, 98, 108, 111, 112, 113, 150, 152, 171, 178 READING WORKSTATION ACTIVITY CARDS: 11, 12, 16, 17 TEACHER'S EDITION: Unit 4: T30-T31, T45A-T45L, T62-T63, T70-T71, T72-T73, T74-T75, T79, T122-T123, T135A-T135H Unit 5: T210-T211, T225A-T225H, T242-T243, T250-T251, T252-T253, T256-T257, T258-T259 Unit 6: T131, T221, T300-T301, T315A-T315L, T332-T333, T340-T341, T342-T343, T344-T345, T346-T347, T348-T349</p>

Reading Standards for Informational Text		McGraw-Hill Reading Wonders
Craft and Structure		
<p>RI.2.4</p>	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (See grade 2 Language standards 4-6 for additional expectations.)</p>	<p>READING/WRITING WORKSHOP: Unit 1: 68-69, 70-75, 79, 84-85, 86-89, 93 Unit 2: 132-133; 134-139, 143, 148-149, 150-155, 159 Unit 3: 180-181, 182-187, 191, 212-213, 214-219, 223, 228-229, 230-235, 239, 244-245, 246-249, 253 Unit 4: 260-261, 262-265, 269, 274-275, 276-279, 283 Unit 5: 360-361, 362-365, 369, 388-389, 390-393, 397 Unit 6: 418-419, 420-423, 427, 432-433, 434-437, 441, 446-447, 448-451, 455 LITERATURE ANTHOLOGY: Unit 1: 101, 107 Unit 2: 183, 203 Unit 3: 229, 277, 291, 297 Unit 4: 319, 333 Unit 5: 453, 483 Unit 6: 531, 553, 575 LEVELED READERS: Unit 1, Week 4: <i>People Helping Whales</i> (A, O, B); Unit 1, Week 5: <i>Families at Work</i> (A, O, B); Unit 2, Week 3: <i>A Tree Full of Life</i> (A, O, B); Unit 2, Week 4: <i>Animal Families</i> (A, O, B); Unit 3, Week 1: <i>Forces at Work</i> (A, O, B); Unit 3, Week 3: <i>City Communities</i> (A, O, B); Unit 3, Week 4: <i>Weather All Around</i> (A, O, B); Unit 3, Week 5: <i>The Sounds of Trash</i> (A, O, B); Unit 4, Week 1: <i>Rocky Mountain National Park</i> (A, O, B); Unit 4, Week 2: <i>Earthquakes</i> (A, O, B); Unit 5, Week 3: <i>Rudy Garcia-Tolson</i> (A, O, B); Unit 5, Week 5: <i>Government Rules</i> (A, O, B); Unit 6, Week 2: <i>Wind Power</i> (A, O, B); Unit 6, Week 3: <i>Digging For Sue</i> (A, O, B); Unit 6, Week 4: <i>How to Be a Smart Shopper</i> (A, O, B) YOUR TURN PRACTICE BOOK: 31, 41, 71, 81, 101, 121, 131, 141, 151, 161, 221, 231, 241, 261, 271, 281 CLOSE READING COMPANION: 88, 97, 98, 101, 103, 108, 136, 137, 143, 153, 173, 176, 178 TEACHER'S EDITION: Unit 1: T292-T293, T312-T313, T347, T362, T384-T385, T394-T395, T437, T452 Unit 2: T140, T200-T201, T220-T221, T255, T270, T292-T293, T312-T313, T347, T362 Unit 3: T16-T17, T71, T86, T200-T201, T255, T270, T292-T293, T347, T362, T384-T385, T437, T452 Unit 4: T16-T17, T69, T84, T106-T107, T159, T174 Unit 5: T196-T197, T249, T264, T286-T287, T339, T355, T376-T377, T429, T445 Unit 6: T106-T107, T159, T174, T196-T197, T249, T265, T286-T287, T339, T354</p>
<p>RI.2.5</p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 70-75, 77, 78, 86-89, 91, 92 Unit 2: 102-107, 110, 136-139, 142, 158 Unit 3: 182-187, 190, 230-235, 238, 248, 252 Unit 4: 262-265, 268, 276-279, 282 Unit 5: 362-365, 368, 390-393, 396 Unit 6: 420-423, 426, 434-437, 440, 448-451, 454 LITERATURE ANTHOLOGY: Unit 1: 56-59, 82-89, 90, 102-103, 104-109 Unit 2: 132-135, 164-181, 184-185, 186-201, 204-205 Unit 3: 212-227, 230-231, 252-255, 280-291, 292-293, 294-297, 298-299 Unit 4: 300-317, 320-321, 322-333, 334-335, 366-369 Unit 5: 410-411, 440-441, 443-453, 454, 476-479, 480-483, 484-485 Unit 6: 508-511, 512-529, 533, 536-551, 556-573 LEVELED READERS: Unit 1, Week 4: <i>People Helping Whales</i> (A, O, B); Unit 2, Week 3: <i>A Tree Full of Life</i> (A, O, B); Unit 3, Week 1: <i>Forces at Work</i> (A, O, B); Unit 4, Week 1: <i>Rocky Mountain National Park</i> (A, O, B); Unit 5, Week 5: <i>Government Rules</i> (A, O, B); Unit 6, Week 2: <i>Wind Power</i> (A, O, B) YOUR TURN PRACTICE BOOK: 37, 47, 77, 107, 168, 225, 243-244, 249 CLOSE READING COMPANION: 22, 23, 24, 27, 30, 33, 37, 38, 48, 50, 56, 57, 58, 62, 63, 65, 70, 71, 80, 89, 90, 92, 93, 94, 95, 100, 103, 105, 109, 149, 157, 170, 171, 174, 175, 181, 188, 193 TEACHER'S EDITION: Unit 1: T308-T309, T310-T311, T323A-T323J, T329A-T329B, T340, T350, T354, T358, T360, T400, T409, T413A-T413D, T419A-T419B, T464 Unit 2: T218-T219, T237A-T237B, T310-T311, T323A-T323J, T464-T465 Unit 3: T53A-T53B, T218-T219, T310, T329A-T329B, T400-T401, T419A, T464-T465 Unit 4: T32-T33, T51A-T51B, T122-T123, T141A-T141B, T212-T213, T225A-T225N, T231A-T231B Unit 5: T51A-T51B, T141A-T141B, T212-T213, T231A-T231B, T392-T393, T405A-T405D, T411A-T411B, T456-T457 Unit 6: T122-T123, T141A-T141B, T212-T213, T231A-T231B, T241, T302-T303, T456-T457</p>

Reading Standards for Informational Text

Integration of Knowledge and Ideas		McGraw-Hill Reading Wonders
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>READING/WRITING WORKSHOP: Unit 3: 189, 221 Unit 6: 425, 439</p> <p>LITERATURE ANTHOLOGY: Unit 3: 229 Unit 5: 452 Unit 6: 531, 553</p> <p>LEVELED READERS: Unit 3, Week 1: <i>Forces at Work</i> (A, O, B); Unit 3, Week 3: <i>City Communities</i> (A, O, B); Unit 6, Week 2: <i>Wind Power</i> (A, O, B); Unit 6, Week 3: <i>Digging for Sue</i> (A, O, B, ELL); Unit 6, Week 4: <i>How To Be a Smart Shopper</i> (A, O, B)</p> <p>YOUR TURN PRACTICE BOOK: 40, 80, 90, 105, 115, 123-125, 130, 210, 220, 230, 260, 263-264, 273-274, 280</p> <p>CLOSE READING COMPANION: 26, 29, 31, 32, 39, 53, 55, 57, 62, 63, 70, 78, 79, 88, 91, 95, 101, 102, 105, 107, 110, 117, 119, 120, 136, 137, 138, 143, 144, 145, 147, 148, 151, 158, 159, 161, 162, 165, 170, 171, 173, 180, 182, 183, 187</p> <p>READING WORKSTATION ACTIVITY CARDS: 8, 20</p> <p>TEACHER'S EDITION: Unit 3: T31-T32, T47A-T47J, T216-T217, T231A-T231J, T256-T257, T258-T259, T261, T262-T263, T265, T266-T267, T322C, T409, T413B Unit 5: T220-T221, T225D, T405A-T405D Unit 6: T120-T121, T135A-T135L, T152, T160, T161, T162, T165, T166, T169, T170-T171, T172, T210-T211, T225A-T225J, T242, T250, T251, T253, T255, T256, T259, T262, T332, T342, T346, T349, T350-T351, T352</p>
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>READING/WRITING WORKSHOP: Unit 2: 150-155, 158 Unit 3: 182-187, 190, 246-249, 252 Unit 4: 262-265, 268 Unit 5: 390-393, 396 Unit 6: 420-423, 426, 434-437, 440, 448-451, 454</p> <p>LITERATURE ANTHOLOGY: Unit 1: 56-59, 106-107, 109 Unit 2: 133-135, 184-185, 186-201, 204-205 Unit 3: 212-227, 230-231, 252-255, 280-291, 292-293, 294-297, 298-299 Unit 4: 300-317, 320-321, 322-333, 335, 366-369 Unit 5: 410-411, 443-451, 454, 476-479, 480-483, 484-485</p> <p>Unit 6: 508-511, 512-529, 533, 546, 547, 556-573</p> <p>CLOSE READING COMPANION: 22, 29, 37, 38, 54, 57, 58, 59, 61, 62, 63, 73, 76, 77, 78, 80, 99, 100, 102, 109, 120, 158, 159, 163, 164, 169, 170, 179, 180, 181, 188, 189</p> <p>TEACHER'S EDITION: Unit 2: T310-T311, T323A-T323H, T329A-T329B Unit 3: T34-T35, T339, T400, T419A Unit 4: T32-T33, T51A-T51B Unit 5: T212-T213, T392-T393, T411B Unit 6: T122-T123, T141A-T141B, T212-T213, T225F, T302-T303, T315A-T315I</p>
RI.2.8	Describe how reasons support specific points the author makes in a text.	<p>READING/WRITING WORKSHOP: Unit 3: 189, 221 Unit 6: 425, 439</p> <p>LITERATURE ANTHOLOGY: Unit 3: 229, 277 Unit 6: 531</p> <p>LEVELED READERS: Unit 3, Week 3: <i>City Communities</i> (A, O, B); Unit 6, Week 2: <i>Wind Power</i> (A, O, B); Unit 6, Week 3: <i>Digging for Sue</i> (A, O, B)</p> <p>YOUR TURN PRACTICE BOOK: 105, 125, 263-265, 275, 283- 284</p> <p>CLOSE READING COMPANION: 14, 26, 60, 73, 79, 88, 98, 101, 117, 118, 138, 144, 145, 148, 161, 164, 173, 184, 185</p> <p>TEACHER'S EDITION: Unit 1: T339 Unit 3: T31-T32, T72-T73, T77, T82-T83, T216-T217, T247, T256-T257, T258-T259, T261, T262, T413B-T413C Unit 5: T220-T221 Unit 6: T120-T121, T152, T161, T162, T165, T166, T169, T170-T171, T172, T210-T211, T225B, T250, T251, T255, T288-T289, T315A-T315I, T349</p>
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	<p>READING/WRITING WORKSHOP: Unit 4: 262-265</p> <p>LITERATURE ANTHOLOGY: Unit 1: 103, 109 Unit 2: 185, 205 Unit 3: 231, 293, 299 Unit 4: 321, 355 Unit 5: 455, 485 Unit 6: 535, 555</p> <p>LEVELED READERS: Unit 4, Week 1: <i>Rocky Mountain National Park</i> (A, O, B)</p> <p>YOUR TURN PRACTICE BOOK: 50, 80, 160, 230, 260, 270</p> <p>CLOSE READING COMPANION: 14, 28, 31, 32, 33, 40, 54, 98, 99, 146, 153, 163, 165, 186, 193</p> <p>READING WORKSTATION ACTIVITY CARDS: 22</p> <p>TEACHER'S EDITION: Unit 1: T338, T428 Unit 2: T237A-T237B, T246, T338 Unit 3: T62, T329A-T329B, T338, T428 Unit 4: T51A-T51B, T60-T61, T62-T63, T72-T73, T76-T77 Unit 5: T240, T420 Unit 6: T150, T240</p>

Reading Standards for Informational Text	
Range of Reading and Level of Text Complexity	McGraw-Hill Reading Wonders
<p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>READING/WRITING WORKSHOP: These units reflect the range of text complexity found throughout the book. Unit 1: 70-75 Unit 2: 134-139 Unit 3: T182-T187 Unit 4: T262-T265 Unit 5: 362-365 Unit 6: 434-437</p> <p>LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book. Unit 1: 82-99 Unit 2: 186-201 Unit 3: 294-297 Unit 4: 322-331 Unit 5: 442-451 Unit 6: 536-551</p> <p>LEVELED READERS: Unit 1, Week 4: <i>People Helping Whales</i> (A, O, B); Unit 2, Week 4: <i>Animal Families</i> (A, O, B); Unit 3, Week 3: <i>City Communities</i> (A, O, B); Unit 4, Week 2: <i>Earthquakes</i> (A, O, B); Unit 5, Week 3: <i>Rudy Garcia-Tolson</i> (A, O, B); Unit 6, Week 4: <i>How To Be a Smart Shopper</i> (A, O, B)</p> <p>CLOSE READING COMPANION: 11-13, 22-24, 25-27, 29-30, 31-32, 37-39, 48-50, 51-53, 55-57, 58-60, 67-69, 70-72, 77-79, 88-90, 91-93, 94-95, 96-97, 100-102, 103-105, 107-109, 110-112, 117-119, 136-138, 143-145, 146-148, 149-151, 157-159, 161-162, 163-164, 169-171, 173-175, 176-178, 180-182, 183-185, 187-189</p> <p>TEACHER'S EDITION: Unit 1: T472-T475 Unit 2: T472-T475 Unit 3: T472-T475 Unit 4: T464-T467 Unit 5: T464-T467 Unit 6: T464-T467</p>

Reading Standards: Foundational Skills	
Phonics and Word Recognition	McGraw-Hill Reading Wonders
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p>	
<p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>YOUR TURN PRACTICE BOOK: 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 1, 2, 4, 5, 6, 7, 11, 12, 13, 14, 15</p> <p>TEACHER'S EDITION: Unit 1: S24, S25, S30, T288-T289, T302-T303, T304, T320, T327, T334, T344, T352, T380-T381, T392-T393, T394, T410, T417, T424, T434-T435, T442, T454 Unit 2: T12-T13, T27, T28, T44-T45, T51, T58, T68-T69, T76, T88, T104-T105, T118-T119, T120, T130, T136-T137, T143, T144, T151, T160-T161, T168, T180, T199, T210, T212, T228, T288-T289, T302-T303, T304 Unit 3: T12-T13, T26-T27, T44-T45, T51, T58, T104-T105, T118-T119, T136, T143, T196-T197, T210-T211, T253, T272, T288-T289, T300, T380, T382, T392, T394, T410, T417, T424, T434-T435, T442, T454 Unit 5: T372-T373, T384-T385, T402, T409, T416</p> <p>DECODABLE READERS: Unit 1, Week 4: <i>You Can Bake a Cake!</i>; Unit 1, Week 5: <i>Mike's Big Bike</i>; Unit 2, Week 1: <i>At Home in Nome</i>; Unit 2, Week 2: <i>Duke and Bud's Run</i>; Unit 3, Week 2: <i>High in the Sky</i>; Unit 3, Week 3: <i>Three Goats and a Troll</i>; Unit 3, Week 5: <i>Luke's Tune</i></p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>Phonics/Spelling PRACTICE BOOK: 17, 18, 22, 23, 27, 28, 32, 33</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition		McGraw-Hill Reading Wonders
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	<p>YOUR TURN PRACTICE BOOK: 102, 112, 122, 132, 202, 232 TEACHER'S EDITION: Unit 3: T12-T13, T14, T26-T27, T44-T45, T68-T69, T76, T150-T151, T160-T161, T168, T196-T197, T198, T211, T212, T228-T229, T242, T253, T260, T288-T289, T302-T303, T304, T320-T321, T334, T344-T345, T352 Unit 4: T282-T283, T284, T294-T295, T296, T372-T373, T374, T384-T385, T386 Unit 5: T12-T13, T14, T24-T25, T26, T42-T43, T49, T50, T56-T57, T102-T103, T104, T114-T115, T116, T146-T147, T192-T193, T194, T204-T205, T206, T222-T223, T229, T246-T247, T254, T282-T283, T284, T294-T295, T296, T312-T313, T336, T344, T386 Unit 6: T282-T283, T284, T294-T295, T296, T312-T313, T319, T326, T336-T337, T344 DECODABLE READERS: Unit 3, Week 1: <i>Ray Saves the Play</i>; Unit 3, Week 2: <i>High in the Sky</i>; Unit 3, Week 3: <i>Three Goats and a Troll</i>; Unit 3, Week 4: <i>It Won't Be Easy</i>; Unit 4, Week 2: <i>Shirl and Her Tern</i>; Unit 4, Week 3: <i>More Fun Than a Hat!</i>; Unit 5, Week 4: <i>Paul Saw Arctic Foxes</i>; Unit 6, Week 4: <i>The Rainy Day</i> www.connected.mcgraw-hill.com: RESOURCES Phonics/Spelling PRACTICE BOOK: 52, 53, 57, 58, 62, 63, 67, 68, 72, 73, 87, 88, 92, 93, 97, 98, 102, 103, 107, 108</p>
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	<p>YOUR TURN PRACTICE BOOK: 272 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 11, 12, 13, 14, 15, 16, 26 TEACHER'S EDITION: Unit 2: T119, T137, T143, T150, T162 Unit 3: T119, T137, T143, T150, T162, T394, T410, T417, T424, T434-T435, T442 Unit 5: T133, T139, T295, T313, T326 Unit 6: T12-T13, T24-T25, T26, T42-T43, T49, T102-T103, T114-T115, T116, T132, T139, T146, T156-T157, T164, T192-T193, T204, T222, T236, T246, T254, T282-T283, T294, T296, T312, T319, T326, T336-T337, T338, T340, T344, T356 DECODABLE READERS: Unit 3, Week 5: <i>Luke's Tune</i>; Unit 6, Week 1: <i>Clever Doggie</i>; Unit 6, Week 2: <i>Tadpole Decides</i>; Unit 6, Week 3: <i>Jamal and Rachel's Camping Trip</i>; Unit 6, Week 4: <i>The Rainy Day</i> www.connected.mcgraw-hill.com: RESOURCES Phonics/Spelling PRACTICE BOOK: 127, 128, 132, 133, 137, 138, 142, 143</p>
RF.2.3d	Decode words with common prefixes and suffixes.	<p>READING/WRITING WORKSHOP: Unit 2: 111 Unit 3: 253 LITERATURE ANTHOLOGY: Unit 2: 131 Unit 3: 297 YOUR TURN PRACTICE BOOK: 2, 12, 63-65, 82 TEACHER'S EDITION: Unit 1: T51, T53, T118, T137, T143, T150, T346 Unit 2: T36-T37, T128-T129, T145, T172, T211, T217, T220-T221, T229, T235, T242, T254, T303, T321, T327, T334, T346 Unit 3: T402-T403 Unit 4: T25, T42-T42, T49, T51, T56, T68, T321 Unit 5: T34-T35 Unit 6: T115, T133, T139, T146, T158, T266, T321 DECODABLE READERS: Unit 2, Week 3: <i>Animal Places and Spaces</i>; Unit 4, Week 1: <i>The Thumbs-Up Rain Forest</i>; Unit 6, Week 2: <i>Tadpole Decides</i></p>
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	<p>YOUR TURN PRACTICE BOOK: 152, 162, 172, 182 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 TEACHER'S EDITION: Unit 1: T303, T321, T327, T334 Unit 2: T27, T45, T51, T58, T288-T289, T302-T303, T320 Unit 3: T12, T28, T120, T290 Unit 4: T12-T13, T14, T25, T26, T42-T43, T48, T57, T74, T86, T156, T176, T192-T193, T204-T205, T236, T254, T282, T294, T312, T336-T337, T338, T344, T356, T384, T426-T427, T446 Unit 5: T372, T384, T402, T409, T416, T426-T427, T434 Unit 6: T74, T372, T384 DECODABLE READERS: Unit 2, Week 5: <i>Mrs. Sprig's Spring Flowers</i>; Unit 4, Week 2: <i>Shirl and Her Tern</i>; Unit 4, Week 3: <i>More Fun Than a Hat!</i>; Unit 4, Week 4: <i>Cheer Up, Dot</i>; Unit 4, Week 5: <i>The Caring King's Fair Wish</i>; Unit 6, Week 1: <i>Clever Doggie</i></p>

Reading Standards: Foundational Skills		
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	<p>YOUR TURN PRACTICE BOOK: 3, 152</p> <p>TEACHER'S EDITION: Unit 1: S8, S14, S20, S26, S31, T107, T199, T291, T304, T383, Unit 2: T15, T69, T76, T107, T199, T394 Unit 3: T15, T107, T199, T291, T383 Unit 4: T26, T105, T116, T195, T206, T285, T375 Unit 5: T15, T26, T105, T116, T195, T285, T296, T375 Unit 6: T15, T67, T74, T105, T195, T206, T285, T375</p> <p>DECODABLE READERS: <i>Start Smart: I Can Plant;</i> Unit 1, Week 1: <i>Pat and Tim;</i> Unit 1, Week 2: <i>Len and Gus;</i> Unit 2, Week 3: <i>Animal Places and Spaces;</i> Unit 2, Week 5: <i>Mrs. Sprig's Spring Flower;</i> Unit 4, Week 1: <i>The Thumb's-Up Rain Forest;</i> Unit 6, Week 5: <i>How Bird Was Lured Away from Fire</i></p>
Fluency		McGraw-Hill Reading Wonders
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a	Read on-level text with purpose and understanding.	<p>READING/WRITING WORKSHOP: Unit 1: 22, 38, 54, 70 Unit 2: 102-107, 118-123, 134-139, 150-155 Unit 3: 182-187, 198-203, 214-219, 230-235 Unit 4: 262-265, 276-279 Unit 5: 334-337, 362-365 Unit 6: 406-409, 420-423</p> <p>LEVELED READERS: Unit 1, Week 1: <i>Cat and Dog (A), The Quest (O), Class Pets (B);</i> Unit 2, Week 1: <i>An Arctic Life for Us (B);</i> Unit 3, Week 1: <i>Forces at Work (A, O, B);</i> Unit 4, Week 2: <i>Earthquakes (A, O, B);</i> Unit 5, Week 5: <i>Government Rules (A, O, B);</i> Unit 6, Week 1: <i>The Apples of Idun (A), Hercules and the Golden Apples (O), Demeter and Persephone (B)</i></p> <p>YOUR TURN PRACTICE BOOK: 3, 13, 33, 73, 133, 143, 153, 163, 203, 253, 263</p> <p>TEACHER'S EDITION: Unit 1: T18-T19, T20-T21, T47A-T47L, T110-T111, T112-T113, T122, T139A-T139L, T145A-T145B, T165, T202-T203, T204-T205, T231A-T231L, T294-T295, T296-T297, T323A-T323L, T353, T396, T438, T462 Unit 2: T18-T19, T20-T21, T47A-T47L, T53A-T53B, T110-T111, T112-T113, T139A-T139N, T145A-T145B, T164-T165, T202-T203, T204-T205, T231A-T231L, T294-T295, T296-T297, T323A-T323J, T340-T341, T438-T439 Unit 3: T18-T19, T20-T21, T46, T47A-T47J, T64-T65, T110-T111, T112-T113, T139A-T139L, T145A-T145B, T164-T165, T202-T203, T204-T205, T231A-T231L, T237A-T237B, T294-T295, T296-T297, T323A-T323H, T386-T387, T413A-T413D, T419A-T419B, T438-T439 Unit 4: T28, T170-T171, T251, T350-T351 Unit 5: T230-T231, T249, T250-T251, T340-T341, T342, T345, T346, T350-T351, T442, T454 Unit 6: T28, T165, T169, T249, T250-T251, T349, T435, T439</p>
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>LEVELED READERS: Unit 1, Week 1: <i>Cat and Dog (A), The Quest (O), Class Pets (B);</i> Unit 2, Week 3: <i>A Tree Full of Life, (A, O, B);</i> Unit 2, Week 4: <i>Animal Families (A, O, B);</i> Unit 3, Week 2: <i>A Special Sunset (A), A Different Set of Stars (O), Shadows in the Sky (B);</i> Unit 4, Week 4: <i>Why Turtles Live in Water (A), How Butterflies Came to Be (O), Why Spider Has 8 Thin Legs (B)</i></p> <p>YOUR TURN PRACTICE BOOK: 14, 103-104, 113-114, 123-124, 133-134, 143-144, 163-164, 173-174, 183-184, 253-254, 293-294</p> <p>TEACHER'S EDITION: Unit 1: S32, T46, T53, T138, T145, T230, T237, T322, T329, T412, T438, T462 Unit 2: T46, T53, T71, T138, T145, T167, T230, T248, T258, T262, T340-T341, T412, T438-T439, T462 Unit 3: T28, T46, T53, T72, T78-T79, T138, T145, T164, T170-T171, T230, T237, T248, T256, T322, T348, T412, T437, T439, T462-T463 Unit 4: T44, T140, T152, T160-T161, T224, T230, T249, T250, T321, T332, T339, T340, T346, T404, T411, T430-T431, T454 Unit 5: T44, T51, T250, T340, T404, T430, T454 Unit 6: T44, T51, T69, T70, T141, T160, T144, T225, T250, T321, T340, T404, T411, T430, T454</p>
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>READING/WRITING WORKSHOP: Unit 2: 155; Unit 3: 188, 204; Unit 4: 266, 280 Unit 6: 410, 424;</p> <p>LEVELED READERS: Unit 2, Week 5: <i>Amira's Petting Zoo (A), Alice's New Pet (O, ELL), Ava's Animals (B)</i></p> <p>YOUR TURN PRACTICE BOOK: 83-85, 103-105, 153-155, 163-165, 263-265</p> <p>TEACHER'S EDITION: Unit 1: T237, T412, T462 Unit 2: T322, T430-T431, T440-T441, T448-T449, T450-T451, T462-T463 Unit 3: T412, T462-T463 Unit 4: T18, T134, T454 Unit 5: T404, T454 Unit 6: T62, T72, T76, T305, T355, T454</p>

College and Career Readiness Anchor Standards for WRITING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	2	1



CORRELATIONS

Writing Standards		
Text Types and Purposes		McGraw-Hill Reading Wonders
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<p>READING/WRITING WORKSHOP: Unit 2: 160 Unit 3: 224, 225 Unit 4: 312, 326 Unit 5: 342, 356 Unit 6: 414, 442</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 11, 18, 24, 25</p> <p>TEACHER'S EDITION: Unit 1: T48, T140, T310-T311, T314-T315, T324, T330 Unit 2: T48-T49, T54-T55, T62-T63, T140, T232, T312-T313, T314-T315, T324, T330, T332 Unit 3: T140, T206, T220-T221, T222-T223, T232, T238, T246, T414 Unit 4: T306-T307, T316, T322, T396-T397, T412 Unit 5: T36-T37, T46, T52, T126-T127, T136, T142 Unit 6: T36-T37, T46, T52, T216-T217, T226, T232, T238</p>
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p>READING/WRITING WORKSHOP: Unit 1: 80-81, 94-95 Unit 2: 144-145, 160-161 Unit 3: 192-193, 224-225, 240-241, 254 Unit 4: 270-271, 284-285 Unit 5: 370-371, 398-399 Unit 6: 428-429, 442-443, 456-457</p> <p>YOUR TURN PRACTICE BOOK: 139, 279</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 14, 27</p> <p>TEACHER'S EDITION: Unit 1: T154, T232, T238, T246, T404-T405, T414, T420 Unit 2: T34-T35, T48-T49, T222-T223, T232, T238, T298, T312-T313, T414 Unit 3: T38-T39, T48, T54, T60, T232, T298, T312-T313, T314-T315, T324, T330, T338, T404-T405, T414, T420, T426 Unit 4: T36-T37, T46, T52, T126-T127, T136, T142, T226, T232, T316, T396-T397, T406, T412 Unit 5: T46, T136, T216-T217, T226, T232, T316, T396-T397, T406, T412 Unit 6: T46, T126-T127, T136, T142, T226, T306-T307, T316, T322, T328, T406</p>
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<p>READING/WRITING WORKSHOP: Unit 1: 32-33, 48-49, 64 Unit 2: 112-113, 128-129, 174 Unit 3: 208-209 Unit 4: 298-299, 312-313, 326-327 Unit 5: 342-343, 356-357, 384-385 Unit 6: 414-415, 470</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 12</p> <p>TEACHER'S EDITION: Unit 1: T34-T35, T38-T39, T48, T54, T126-T127, T130-T131, T140, T146, T222-T223, T232, T238 Unit 2: T22, T34-T35, T38-T39, T48, T54, T126-T127, T130-T131, T140, T146, T404-T405, T414, T420, T426 Unit 3: T114, T126-T127, T130-T131, T140, T146, T152 Unit 4: T216-T217, T226, T232 Unit 5: T306-T307, T316, T322 Unit 6: T396-T397, T406, T412</p>

Writing Standards

Production and Distribution of Writing		McGraw-Hill Reading Wonders
W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>READING/WRITING WORKSHOP: Unit 1: 80-81 Unit 2: 144-145 Unit 3: 224-225 Unit 4: 298-299 Unit 5: 370-371, 398-399</p> <p>CLOSE READING COMPANION: 1-3, 8-10, 15-17, 74-76, 154-156</p> <p>YOUR TURN PRACTICE BOOK: 39, 79, 129, 179, 229, 249</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 7, 18, 19, 20</p> <p>TEACHER'S EDITION: Unit 1: S20, S26, T34-T35, T48, T54, T62, T114, T146, T310-T311, T312, T324, T330, T338, T404-T405, T420, T428, T483, T489 Unit 2: T114, T146, T154, T232, T238, T404-T405, T414, T420 Unit 3: T22, T38-T39, T48, T54, T114, T126-T127, T238, T246, T312-T313, T414, T420, T489 Unit 4: T36-T37, T481 Unit 5: T20, T126-T127, T216-T217, T232, T316, T322 Unit 6: T306-T307, T316, T322, T406</p>
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p>READING/WRITING WORKSHOP: Unit 1: 32-33, 80-81, 94-95 Unit 2: 112-113, 160-161 Unit 3: 192-193, 208-209, 224-225 Unit 4: 270-271, 298-299, 312-313, 326-327 Unit 5: 342-343, 356-357, 370-371, 384-385 Unit 6: 414-415, 428-429, 442-443, 456-457</p> <p>YOUR TURN PRACTICE BOOK: 9, 19, 29, 39, 49, 89, 159, 169, 179, 189, 259, 269, 299</p> <p>TEACHER'S EDITION: Unit 1: T22, T38, T54, T130, T146, T222, T312, T314, T330, T336, T364, T404, T420, T484-T485, T490-T491 Unit 2: T38, T53, T130, T140, T146-T147, T206, T222, T244, T298, T314, T324, T332, T364, T388, T404-T405, T406, T420, T426, T454 Unit 3: T22, T38, T40-T41, T54-T55, T60, T107, T130, T146-T147, T206, T222-T223, T238, T244, T330-T331, T336, T338, T388, T426 Unit 4: T20, T36, T52, T58, T110, T126, T142-T143, T148, T200, T216, T232-T233, T238, T290, T306, T316, T322-T323, T328, T380, T396, T406, T412-T413, T418, T446 Unit 5: T36, T52-T53, T58, T110, T126, T142, T148-T149, T232-T233, T238, T306, T380, T396, T406, T412, T418 Unit 6: T20, T36, T52-T53, T110, T126, T142, T147, T232-T233, T322-T323, T380, T396, T406, T412-T413</p>
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>TEACHER'S EDITION: Unit 1: T148, T240, T332, T420, T422, T426, T484, T490 Unit 2: T36-T37, T56, T148, T240, T332, T420, T422, T426, T466-T469, T471, T484, T490 Unit 3: T54, T56, T148, T240, T314-T315, T332, T420-T421, T422, T466, T484, T490 Unit 4: T54, T144, T234, T324, T414, T418, T458, T476, T482 Unit 5: T54, T144, T234, T324, T414, T418, T458, T476, T482 Unit 6: T54, T144, T234, T238, T324, T330, T414, T418, T458, T476, T482</p> <p>www.connected.mcgraw-hill.com: DIGITAL RESOURCES AND TOOLS: WRITER'S WORKSPACE; GRAPHIC ORGANIZERS; MY BINDER (My Work, My Portfolio); COLLABORATE (PROJECTS)</p>

Writing Standards		
Research to Build and Present Knowledge		<i>McGraw–Hill Reading Wonders</i>
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TEACHER'S EDITION: Unit 1: T56–T57, T62–T63, T148–T149, T154–T155, T240–T241, T246–T247, T332, T339, T422, T429, T466 Unit 2: T56–T57, T62–T63, T148–T149, T154–T155, T232–T233, T240–T241, T246–T247, T339, T422, T429, T464–T465, T466–T469 Unit 3: T56–T57, T62–T63, T148–T149, T154–T155, T240–T241, T246–T247, T339, T422, T429, T466 Unit 4: T54–T55, T144–T145, T150–T151, T234–T235, T240–T241, T414–T415, T417, T456, T458 Unit 5: T54–T55, T144–T145, T150–T151, T234–T235, T240–T241, T414–T415, T421, T456, T458 Unit 6: T54–T55, T144–T145, T150–T151, T234–T235, T240–T241, T414–T415, T421, T456, T458
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	CLOSE READING COMPANION: 7, 14, 21, 28, 33, 80, 160 TEACHER'S EDITION: Unit 1: T63, T247, T330, T422, T466–T467, T468, T480–T485, T486–T491 Unit 2: T422, T429, T466–T467, T468, T480–T485, T486–T491 Unit 3: T298, T404–T405, T422, T467–T468, T480–T485, T486–T491 Unit 4: T110, T136, T200, T226, T396–T397, T421 Unit 5: T20, T54, T60, T144, T151, T226, T413, T458 Unit 6: T54, T151, T200, T232, T234–T235, T396–T397, T414–T415, T421, T458–T461, T472–T483
W.2.9	(Begins in grade 4.)	
Range of Writing		<i>McGraw–Hill Reading Wonders</i>
W.2.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	READING/WRITING WORKSHOP: Unit 1: 32–33 Unit 2: 128–129 Unit 4: 312–313 Unit 5: 342–343 Unit 6: 442–443 WRITING WORKSTATION ACTIVITY CARDS: 21, 22, 23, 24, 25, 26, 27, 28, 29 TEACHER'S EDITION: Unit 1: S8, T206, T298, T388, T466–T467, T468, T488–T489 Unit 2: T388, T466–T467, T468, T482–T483, T488–T489 Unit 3: T388, T466–T467, T468, T482–T483 Unit 4: T306–T307, T316, T458–T459, T460, T474–T475 Unit 5: T200, T380, T458–T459, T460, T474–T475 Unit 6: T458–T459, T460, T480–T481

College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	2	1



Speaking and Listening Standards	
Comprehension and Collaboration	McGraw-Hill Reading Wonders
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). READING/WRITING WORKSHOP: Unit 1: 18, 34, 50, 82 Unit 2: 146-147 Unit 3: 194-195, 242-243 Unit 4: 314-315 Unit 5: 330-331 TEACHER'S EDITION: Unit 1: T8, T116, T148, T154-T155, T192, T234, T240, T246-T247, T376, T416, T422 Unit 2: T8, T24, T142, T154-T155, T246-T247, T284, T332, T422 Unit 3: T8, T62-T63, T116, T148, T234, T284, T326, T332, T376, T422, T428-T429, T466 Unit 4: T48, T62-T63, T98, T100, T154-T155, T368, T414, T460 Unit 5: T8, T22, T40, T48, T54, T98, T100, T112, T130, T145, T154-T155, T428-T429 Unit 6: T8, T22, T40, T48, T54, T62-T63, T414, T460
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others. READING/WRITING WORKSHOP: Unit 1: 50, 66 Unit 3: 210-211 Unit 4: 272-273, 300-301, 304-307 Unit 5: 386-387 Unit 6: 402-403, 430-431, 462-465 TEACHER'S EDITION: Unit 1: T50, T56, T62-T63, T192, T284, T338 Unit 2: T100, T148, T338-T339, T416 Unit 3: T142, T154-T155, T192, T240, T416, T468 Unit 4: T98, T144, T188, T228, T234, T246-T247, T278, T324-T325, T330, T458 Unit 5: T8, T188, T228, T338-T339, T368, T414 Unit 6: T8, T154-T155, T188, T228, T234, T408, T420, T458
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion. READING/WRITING WORKSHOP: Unit 2: 162-163 Unit 5: 372-373 Unit 6: 444-445, 458-459 TEACHER'S EDITION: Unit 1: S29, T246-T247, T332, T468 Unit 2: T154-T155, T192, T376, T468 Unit 3: T56, T246-T247, T428-T429, T466 Unit 4: T8, T54, T246-T247, T278-T279, T428-T429 Unit 5: T154-T155, T278, T324, T428-T429, T460 Unit 6: T98, T246-T247, T278, T324

Speaking and Listening Standards

Comprehension and Collaboration		McGraw-Hill Reading Wonders
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>TEACHER'S EDITION: Unit 1: T25, T63, T117, T209, T301, T338-T339, T391, T428-T429 Unit 2: T25, T50, T63, T117, T209, T246-T247, T301, T391 Unit 3: T25, T117, T209, T301, T326, T338-T339, T391 Unit 4: T23, T113, T203, T293, T383, T428-T429 Unit 5: T23, T113, T203, T246-T247, T293, T383, T420, T428-T429, T458 Unit 6: T23, T62-T63, T113, T138, T203, T228, T281, T293, T338-T339, T383</p> <p>INTERACTIVE READ-ALOUD CARDS: Unit 1, Week 4: "All Kinds of Vets"; Unit 2, Week 2: "The Fox and the Crane"; Unit 3, Week 3: "Color Your Community"; Unit 3, Week 4: "Clouds All Around"; Unit 3, Week 5: "Why People Drum"; Unit 4, Week 1: "Where Do You Live?"; Unit 4, Week 2: "Earth Changes"; Unit 4, Week 3: "My New School"; Unit 4, Week 4: "How Thunder and Lightning Came to Be"; Unit 4, Week 5: "Redwood National Forest," "The Amazing Meadow," and "The Sahara Desert"; Unit 5, Week 4: "Clean Water"; Unit 5, Week 5: "Town Rules"; Unit 6, Week 1: "The Bluebell"; Unit 6, Week 2: "How Does Energy Make Your Hair Stand Up?"</p>
SL.2.2a	Give and follow three- and four-step oral directions.	<p>WRITING WORKSTATION ACTIVITY CARDS: 12, 23</p> <p>TEACHER'S EDITION: Unit 2: T480, T486 Unit 3: T332-T333, T465 Unit 4: T234-T235 Unit 6: T54-T55, T457</p>
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>TEACHER'S EDITION: Unit 1: S29, T11, T103, T154-T155, T195, T287, T379, T428-T429, T468 Unit 2: T11, T62-T63, T103, T195, T287, T338-T339, T379, T468 Unit 3: T11, T62-T63, T103, T195, T287, T338-T339, T379, T468 Unit 4: T11, T101, T154-T155, T191, T281, T338-T339, T371 Unit 5: T11, T22-T23, T62-T63, T101, T191, T281, T338-T339, T371, T458 Unit 6: T11, T101, T154-T155, T191, T281, T371, T428-T429</p> <p>INTERACTIVE READ-ALOUD CARDS: Unit 1, Week 4: "All Kinds of Vets"; Unit 2, Week 2: "The Fox and the Crane"; Unit 3, Week 2: "The Hidden Sun"; Unit 3, Week 5: "Why People Drum"; Unit 4, Week 2: "Earth Changes"; Unit 4, Week 3: "My New School"; Unit 4, Week 4: "How Thunder and Lightning Came to Be"; Unit 4, Week 5: "Redwood National Forest," "The Amazing Meadow," and "The Sahara Desert"; Unit 5, Week 4: "Clean Water"; Unit 6, Week 2: "How Does Energy Make Your Hair Stand Up?"; Unit 6, Week 5: "Give Me a Brown Box" and "Music Sends Me"</p>

Speaking and Listening Standards		McGraw-Hill Reading Wonders
Presentation of Knowledge and Ideas		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	WRITING WORKSTATION ACTIVITY CARDS: 1, 22, 26 TEACHER'S EDITION: Unit 1: T62-T63, T428-T429, T466, T470-T471 Unit 2: T428-T429, T470-T471 Unit 3: T62-T63, T428-T429, T470-T471 Unit 4: T338-T339, T420-T421, T462-T463 Unit 5: T154-T155, T338-T339, T420-T421, T462-T463 Unit 6: T338-T339, T420-T421, T462-T463
SL.2.4a	Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.	WRITING WORKSTATION ACTIVITY CARDS: 1 TEACHER'S EDITION: Unit 1: T154-T155, T470-T471 Unit 2: T154-T155, T338-T339 Unit 3: T246-T247, T466-T467 Unit 4: T62-T63, T246-T247, T458-T459, T462-T463 Unit 5: T144-T145, T246-T247, T455 Unit 6: T154-T155 www.connected.mcgraw-hill.com : RESOURCES Collaborative Conversations Videos
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TEACHER'S EDITION: Unit 1: T246-T247, T466-T469, T470-T471 Unit 2: T62-T63, T466-T469, T470-T471 Unit 3: T154-T155, T422-T423, T428-T429, T470-T471 Unit 4: T62-T63, T414-T415, T420-T421, T428-T429, T462-T463 Unit 5: T246-T247, T414-T415, T420-T421, T462-T463 Unit 6: T62-T63, T414-T415, T420-T421, T428-T429, T462-T463
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TEACHER'S EDITION: Unit 1: T63, T155, T247, T338-T339, T429, T468 Unit 2: T23, T63, T155, T246-T247, T339, T428-T429, T468 Unit 3: T63, T155, T247, T338-T339, T429 Unit 4: T8, T61, T151, T154-T155, T241, T331, T421, T460 Unit 5: T61, T62-T63, T151, T241, T278, T331, T421 Unit 6: T61, T151, T241, T246-T247, T278, T331, T338-T339, T421

College and Career Readiness Anchor Standards for LANGUAGE

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	2	1



Language Standards	
Conventions of Standard English	McGraw-Hill Reading Wonders
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1a	Use collective nouns (e.g., <i>group</i>). READING/WRITING WORKSHOP: Grammar Handbook: 480 TEACHER'S EDITION: Unit 2: T23, T49, T224, T227, T232-T233, T238-T239, T245 www.connected.mcgraw-hill.com : RESOURCES Grammar PRACTICE BOOK: 37, 40
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). READING/WRITING WORKSHOP: Unit 2: I12, I60, I61, Grammar Handbook: 479 YOUR TURN PRACTICE BOOK: 172, 202 TEACHER'S EDITION: Unit 2: T23, T36-T37, T63, T115, T126-T127, T128-T129, T141, T147, T155, T299, T314-T315, T316, T325, T331, T337 Unit 4: T205, T223, T229, T236, T248 Unit 5: T25, T43, T49, T56 www.connected.mcgraw-hill.com : RESOURCES Phonics/Spelling PRACTICE BOOK: 202, 203 Grammar PRACTICE BOOK: 41, 42, 45
L.2.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>). READING/WRITING WORKSHOP: Unit 2: I74, Grammar Handbook: 489 TEACHER'S EDITION: Unit 5: T128, T137, T142, T148-T149 www.connected.mcgraw-hill.com : RESOURCES Grammar PRACTICE BOOK: 107, 109, 110
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). READING/WRITING WORKSHOP: Unit 3: 224 Unit 4: 298, 299, 313 Grammar Handbook: 486 YOUR TURN PRACTICE BOOK: 180, 190 TEACHER'S EDITION: Unit 3: T207, T222-T223, T239, T247, T299, T314-T315, T325, T331, T339 Unit 4: T47, T53, T59, T201, T218-T219, T227, T232-T233, T239, T291, T308-T309, T317, T323, T329 www.connected.mcgraw-hill.com : RESOURCES Grammar PRACTICE BOOK: 66, 68, 70
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified. READING/WRITING WORKSHOP: Unit 6: 414, 415, 442, 443, 457, 470, 471 Grammar Handbook: 492, 494 YOUR TURN PRACTICE BOOK: 260, 280, 300 TEACHER'S EDITION: Unit 2: T36-T37 Unit 3: T393, T411, T417, T424 Unit 6: T21, T38-T39, T47, T53, T59, T201, T218, T227, T233, T239, T291, T295, T308, T313, T317, T319, T323, T326, T329, T380, T381, T396, T398-T399, T406-T407, T413, T419 www.connected.mcgraw-hill.com : RESOURCES Grammar PRACTICE BOOK: 146, 147, 150

Language Standards

Conventions of Standard English		McGraw–Hill Reading Wonders
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	<p>READING/WRITING WORKSHOP: Unit 1: 48, 64, 94–95 Unit 2: 128 Unit 3: 254–255 Grammar Handbook: 476</p> <p>YOUR TURN PRACTICE BOOK: 10, 50, 140, 147, 150</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 16, 17</p> <p>TEACHER’S EDITION: Unit 1: T22, T36, T48, T54, T114, T126–T127, T128, T140, T146, T206–T207, T224–T225, T233, T238–T239, T246–T247, T298, T312, T330, T338, T388–T389, T404–T405, T406–T407, T414–T415, T421, T427, T429 Unit 2: T55, T389, T406–T407 Unit 3: T23, T40–T41, T49, T55, T61, T126–T127, T128–T129, T140–T141, T146–T147, T152–T153, T331, T388–T389, T404–T405, T406–T407, T414, T415, T421, T426–T427</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>Grammar PRACTICE BOOK: 21–22, 24–25, 71–2, 74–75</p>
L.2.1g	Create readable documents with legible print.	<p>CLOSE READING COMPANION: Unit 1: 1–6, 8–13, 74–79, 154–159</p> <p>TEACHER’S EDITION: Unit 1: S8, S14 Unit 2: T484 Unit 3: T114–T115, T126–T127, T140–T141, T146–T147, T152–T153, T484 Unit 4: T476 Unit 5: T476 Unit 6: T476</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>Handwriting</p>
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a	Capitalize holidays, product names, and geographic names.	<p>READING/WRITING WORKSHOP: Unit 2: 144–145</p> <p>TEACHER’S EDITION: Unit 2: T54–T55, T207, T224–T225, T233, T239, T245 Unit 3: T325 Unit 4: T21, T38, T47, T53, T59 Unit 5: T201, T218, T227, T233, T239 Unit 6: T111, T128, T137, T143, T149, T291, T308, T317, T323, T329</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>Grammar PRACTICE BOOK: 38, 40, 78</p>
L.2.2b	Use commas in greetings and closings of letters.	<p>READING/WRITING WORKSHOP: Unit 1: 64–65 Unit 2: 112</p> <p>YOUR TURN PRACTICE BOOK: 61</p> <p>TEACHER’S EDITION: Unit 1: T114, T207, T224, T233, T239, T245, T480 Unit 3: T207, T224, T232–T233, T239, T245, T247 Unit 4: T291, T308, T317, T323, T329</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>Grammar PRACTICE BOOK: 13–14, 63–64, 93–94</p>
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	<p>READING/WRITING WORKSHOP: Unit 4: 326, 327 Unit 5: 384, 385</p> <p>Grammar Handbook: 480, 485, 491</p> <p>YOUR TURN PRACTICE BOOK: 42, 100, 102, 122, 200, 222, 240, 272</p> <p>TEACHER’S EDITION: Unit 1: T393, T411, T417, T424, T436 Unit 2: T389, T404, T406–T407, T415, T420–T421, T427 Unit 3: T27, T45, T51, T58, T211, T229, T242 Unit 4: T381, T396, T398–T399, T407, T413, T419 Unit 5: T291, T308–T309, T317, T323, T329 Unit 6: T201, T205, T218, T223, T227, T229, T233, T236, T239</p> <p>www.connected.mcgraw-hill.com: RESOURCES:</p> <p>Grammar PRACTICE BOOK: 46, 47, 48, 49, 50, 96, 97, 98, 99, 100, 116, 117, 118, 119, 120</p>
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<p>TEACHER’S EDITION: Unit 1: T14, T45, T52, T59, T106, T137, T144, T151, T198, T229, T242, T290, T382 Unit 2: T14, T59, T106, T137, T151, T198, T229, T236, T243, T290, T304, T321, T334, T380, T411, T425 Unit 3: T14, T45, T106, T198, T236, T290, T304, T321, T335, T382, T394, T411, T416, T425, T436 Unit 4: T104, T133, T140, T147, T194, T206, T223, T230, T284, T296, T313, T326, T374, T386, T403, T410, T428, T434 Unit 5: T14, T26, T27, T50, T57, T104, T133, T140, T147, T206, T223, T230, T284, T313, T374, T402, T410 Unit 6: T14, T43, T50, T57, T133, T140, T147, T194, T223, T237, T313, T321, T326, T374, T384, T386, T403, T410, T428</p>

Language Standards		
Conventions of Standard English		McGraw-Hill Reading Wonders
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER'S EDITION: Unit 1: T16, T38, T54, T108, T130, T146, T200, T222, T238, T292, T314, T330, T384, T404, T420, T484, T490 Unit 2: T16, T38, T54, T108, T130, T146, T200, T222, T238, T292, T314, T330, T384, T404, T420, T484, T490 Unit 3: T16, T38, T54, T108, T130, T146, T200, T222, T238, T292, T314, T330, T384, T404, T420, T484, T490 Unit 4: T16, T36, T52, T106, T126, T142, T196, T216, T232, T286, T306, T322, T376, T396, T412, T476, T482 Unit 5: T16, T36, T52, T106, T126, T142, T196, T216, T232, T286, T306, T322, T376, T396, T412, T476, T482 Unit 6: T16, T36, T52, T106, T126, T142, T196, T216, T232, T286, T306, T322, T376, T396, T412, T476, T482 www.connected.mcgraw-hill.com : RESOURCES Visual Glossary: Units 1-6
Knowledge of Language		McGraw-Hill Reading Wonders
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a	Compare formal and informal uses of English.	READING/WRITING WORKSHOP: Unit 4: 298, 299 Unit 5: 398, 399 YOUR TURN PRACTICE BOOK: 247 WRITING WORKSTATION ACTIVITY CARD: 20 TEACHER'S EDITION: Unit 4: T200, T216, T226, T232, T238, T363 (Writing Workstation Activity Cards) Unit 5: T200, T216, T226, T232, T238, T398-T399
Vocabulary Acquisition and Use		McGraw-Hill Reading Wonders
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	READING/WRITING WORKSHOP: Unit 1: 63 Unit 2: 143, 159 Unit 4: 283 Unit 5: 369, 383 Unit 6: 413, 427, 455 LITERATURE ANTHOLOGY: Unit 1: 79 Unit 2: 203, 209 Unit 4: 333 Unit 5: 439, 483 Unit 6: 507 LEVELED READERS: Unit 6, Week 1: <i>The Apples of Idun (A)</i> , <i>Hercules and the Golden Apples (O)</i> , <i>Demeter and Persephone (B)</i> YOUR TURN PRACTICE BOOK: 29, 63 -65, 88, 93 -94, 98, 103 -104, 113 -114, 123 -124, 133 -134, 163 -164, 168, 228, 238, 248, 253 -254, 263 -264, 283 -284 TEACHER'S EDITION: Unit 1: T220-T221, T231G, T231L, T329 Unit 2: T312-T313, T323F, T323J, T402-T403 Unit 3: T139, T231, T323, T413, T419 Unit 4: T124, T135D, T135H, T231, T411 Unit 5: T124-T125, T135F, T135P, T214-T215, T231, T304-T305, T315F, T321, T394, T411, T438 Unit 6: T34-T35, T45G, T45L
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	READING/WRITING WORKSHOP: Unit 2: 111 Unit 3: 253 LITERATURE ANTHOLOGY: Unit 2: 131 Unit 3: 297 YOUR TURN PRACTICE BOOK: 58, 68, 148 TEACHER'S EDITION: Unit 2: T36-T37, T47F, T53, T145, T211, T229, T235, T242 Unit 3: T402-T403 Unit 4: T25, T43, T49, T51, T56 Unit 6: T25, T43, T49, T56

Language Standards

Vocabulary Acquisition and Use		McGraw-Hill Reading Wonders
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	<p>READING/WRITING WORKSHOP: Unit 1: 31, 47, 79, 93 Unit 4: 311 Unit 6: 441</p> <p>LITERATURE ANTHOLOGY: Unit 1: 55, 101 Unit 4: 379</p> <p>YOUR TURN PRACTICE BOOK: 8, 18, 38, 48, 73 -74, 93 -95, 183 -184, 188, 208, 273-274, 278</p> <p>TEACHER'S EDITION: Unit 1: T36-T37, T128-T129, T145, T213, T312-T313, T402, T419, T446, T453 Unit 2: T53, T121, T145, T237, T419 Unit 3: T53 Unit 4: T304-T305, T387 Unit 5: T34-T35, T387 Unit 6: T117, T207, T214-T215, T225D, T321, T387</p>
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	<p>READING/WRITING WORKSHOP: Unit 3: 207 Unit 4: 269</p> <p>LITERATURE ANTHOLOGY: Unit 3: 251 Unit 4: 319</p> <p>YOUR TURN PRACTICE BOOK: 92, 113- 114, 118, 153 -154, 158</p> <p>TEACHER'S EDITION: Unit 2: T393, T411, T417, T424, T436 Unit 3: T128, T172, T179, T235 Unit 4: T34, T45D, T45G, T78, T85, T141 Unit 6: T25, T42, T49, T56, T68</p>
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.	<p>LITERATURE ANTHOLOGY: Glossary: 584-599</p> <p>TEACHER'S EDITION: Unit 1: T16, T38, T54, T108, T130, T146, T200, T222, T238, T292, T314, T330, T384, T404, T420, T484, T490 Unit 2: T16, T38, T54, T108, T130, T146, T200, T222, T238, T292, T314, T330, T384, T402, T404, T420, T484, T490 Unit 3: T16, T38, T54, T108, T130, T146, T200, T222, T238, T292, T314, T330, T384, T402, T404, T420, T484, T490 Unit 4: T16, T36, T52, T106, T126, T142, T196, T216, T232, T286, T306, T322, T376, T396, T412, T476, T482 Unit 5: T16, T36, T52, T106, T126, T142, T196, T214, T216, T232, T286, T306, T322, T376, T396, T412, T476, T482 Unit 6: T16, T36, T52, T106, T126, T142, T196, T214, T216, T232, T286, T306, T322, T376, T396, T412, T476, T482</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>Visual Glossary: Units 1-6</p>
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	<p>READING/WRITING WORKSHOP: Unit 1: 20-21, 36-37, 52-53, 68-69, 84-85 Unit 2: 109, 132-133, 148-149, 164-165 Unit 3: 160-161, 196-197, 212-213, 244-245 Unit 4: 260-261, 274-275, 276-279, 288-289, 302-303, 316-317, 318-321, 325 Unit 5: 332-333, 346-347, 360-361, 374-375, 388-389 Unit 6: 418-419, 432-433, 446-447, 460-461</p> <p>YOUR TURN PRACTICE BOOK: 1, 11, 21, 31, 41, 61, 71, 101, 111, 121, 128, 131, 138, 141, 151, 171, 178, 181, 191, 198, 201, 211, 218, 221, 228, 281, 291, 293 -294, 298</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 11, 13, 14, 22</p> <p>TEACHER'S EDITION: Unit 1: T16, T86, T108, T200, T292, T384, T413, T452-T453 Unit 2: T16, T47, T108-T109, T200, T231, T292, T384, T412, T454 Unit 3: T16, T46, T86, T106, T139, T178, T200, T231, T270, T292, T323, T362, T384, T452-T453 Unit 4: T12, T16, T44, T84, T106, T134, T174, T196, T264-T265, T286, T314, T354, T376, T404, T410-T411, T411A, T444 Unit 5: T16-T17, T50, T106-T107, T196-T197, T286, T315, T354, T376, T404, T444 Unit 6: T16, T44, T84, T106, T196, T225, T264, T287, T354, T376, T404, T411, T438, T444-T445</p>
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	<p>READING/WRITING WORKSHOP: Unit 2: 174-175 Unit 3: 223</p> <p>YOUR TURN PRACTICE BOOK: 26, 69, 99, 128, 138, 199, 299</p> <p>TEACHER'S EDITION: Unit 1: T206, T222, T232, T238 Unit 2: T22, T38, T48, T54, T178, T388, T404, T414, T420, T427 Unit 3: T220, T231E, T312, T329 Unit 4: T380, T396, T406, T412 Unit 6: T141, T380, T396, T406, T412</p>

Language Standards

Vocabulary Acquisition and Use		McGraw–Hill Reading Wonders
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	<p>READING/WRITING WORKSHOP: Unit 1: 80 Unit 3: 223, 239 Unit 4: 290–293, 297 Unit 6: 462–465, 469</p> <p>LITERATURE ANTHOLOGY: Unit 3: 229 Unit 4: 385 Unit 6: 581</p> <p>YOUR TURN PRACTICE BOOK: I, II, 21, 29, 59, 91, 99, 128, 138, 141, 161, 179, 178, 181, 199, 209, 251, 261, 269, 291, 299</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 2, 10, 13, 14, 15</p> <p>CLOSE READING COMPANION: 8–10, 29–30, 77–79, 157–159</p> <p>TEACHER’S EDITION: Unit 1: T71, T76, T80, T86, T168, T172, T178, T255, T260, T264, T270, T347, T352, T356, T362, T437, T442, T446 Unit 2: T71, T76, T80, T86, T151, T168, T172, T178, T255, T260, T264, T270, T342, T352, T356, T362, T437, T442, T446, T452 Unit 3: T220, T231E, T312, T329 Unit 4: T69, T74, T78, T159, T164, T168, T214, T225B, T225C, T249, T254, T258, T339, T344, T348, T429, T434, T438 Unit 5: T249, T254, T344, T429, T434, T438 Unit 6: T69, T74, T78, T159, T164, T168, T249, T254, T258, T326, T339, T344, T348, T394, T429, T434, T438, T444–T445</p> <p>www.connected.mcgraw-hill.com: RESOURCES:</p> <p>Visual Glossary: Units 1–6</p>

California

English Language Development Standards

Grade 2

Each standard is coded in the following manner:

Part Number	Grade Level	Standard Number	Proficiency Level
PI	2	1	Ex

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas

*McGraw-Hill
California Wonders*

PI.2.1.Em

Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and learned phrases.

Start Smart: S5, S23 **Unit 1:** T9, T11, T27, T31, T37, T57, T82, T84, T106, T119, T123, T129, T149, T174, T176, T178, T205, T211, T221, T233, T239, T241, T266, T268, T285, T290, T303, T311, T333, T358, T360, T379, T382, T393, T401, T403, T423, T448, T450, T453 **Unit 2:** T9, T27, T37, T47L, T57, T82, T84, T101, T106, T109, T119, T139N, T141, T149, T174, T176, T193, T211, T215, T233, T241, T285, T293, T303, T311, T333, T358, T360, T377, T379, T382, T393, T403, T413, T415, T423, T448, T450 **Unit 3:** T9, T14, T17, T27, T31, T37, T57, T82, T84, T86, T101, T106, T109, T119, T123, T129, T149, T174, T176, T178, T193, T195, T198, T201, T211, T215, T219, T221, T241, T266, T268, T270, T285, T290, T303, T311, T333, T358, T360, T362, T377, T382, T385, T393, T423, T448, T450, T452 **Unit 4:** T14, T17, T25, T33, T35, T55, T80, T82, T99, T101, T105, T107, T115, T125, T145, T170, T172, T191, T194, T197, T205, T211, T213, T235, T260, T262, T264, T279, T281, T284, T287, T299, T305, T325, T350, T352, T355, T371, T374, T377, T385, T389, T391, T395, T415, T440, T442, T444 **Unit 5:** T11, T14, T25, T29, T55, T80, T82, T101, T104, T107, T115, T119, T137, T145, T170, T172, T174, T194, T197, T205, T217, T235, T260, T262, T264, T284, T287, T295, T303, T317, T325, T350, T352, T355, T374, T377, T385, T389, T395, T415, T440, T442, T444 **Unit 6:** T9, T11, T14, T25, T47, T55, T80, T82, T84, T85, T101, T104, T115, T123, T125, T131, T145, T170, T172, T174, T175, T194, T205, T229, T235, T260, T262, T264, T279, T284, T287, T295, T301, T325, T350, T352, T354, T355, T371, T374, T377, T391, T395, T405D, T415, T440, T442, T444

Part I: Interacting in Meaningful Ways		
PI.2.1.Ex	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Start Smart: S5, S23 Unit 1: T31, T57, T82, T84, T103, T129, T141, T149, T174, T176, T178, T195, T205, T233, T239, T241, T266, T268, T287, T333, T358, T360, T401, T403, T423, T448, T450, T453 Unit 2: T11, T31, T37, T57, T82, T84, T103, T109, T123, T149, T174, T176, T195, T201, T215, T217, T241, T266, T268, T285, T293, T309, T333, T358, T360, T385, T423, T448, T450 Unit 3: T17, T31, T57, T82, T84, T86, T101, T103, T109, T123, T129, T149, T174, T176, T178, T179, T215, T219, T221, T241, T266, T268, T270, T309, T311, T315, T333, T358, T360, T362, T379, T385, T399, T401, T403, T423, T448, T450 Unit 4: T17, T33, T35, T55, T80, T82, T101, T107, T145, T170, T172, T191, T197, T235, T260, T262, T279, T281, T287, T299, T305, T325, T350, T352, T354, T355, T371, T377, T389, T391, T395, T415, T440, T442, T444 Unit 5: T17, T55, T80, T82, T101, T107, T119, T145, T170, T172, T174, T191, T197, T235, T260, T262, T287, T303, T325, T350, T352, T355, T377, T389, T395, T415, T440, T442 Unit 6: T19, T29, T31, T35, T55, T80, T82, T84, T107, T121, T123, T125, T145, T170, T172, T174, T197, T211, T235, T260, T262, T264, T287, T301, T305, T325, T350, T352, T355, T377, T391, T395, T415, T440, T442, T444
PI.2.1.Br	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.	Start Smart: S5, S23 Unit 1: T82, T84, T129, T149, T174, T176, T205, T241, T266, T268, T333, T358, T360, T401, T403, T423, T448, T450, T453 Unit 2: T31, T37, T82, T84, T109, T123, T149, T174, T176, T201, T215, T217, T241, T266, T268, T285, T293, T309, T333, T358, T360, T385, T423, T448, T450 Unit 3: T17, T31, T57, T82, T84, T86, T87, T101, T109, T123, T129, T149, T174, T176, T178, T179, T215, T219, T221, T241, T266, T268, T270, T309, T311, T315, T333, T358, T360, T362, T385, T399, T401, T403, T423, T448, T450 Unit 4: T17, T33, T35, T55, T80, T82, T107, T145, T170, T172, T197, T235, T260, T262, T279, T287, T299, T305, T325, T350, T352, T354, T355, T377, T389, T391, T395, T415, T440, T442, T444 Unit 5: T17, T55, T80, T82, T107, T119, T145, T170, T172, T174, T191, T197, T235, T260, T262, T287, T303, T325, T350, T352, T355, T377, T389, T395, T415, T440, T442 Unit 6: T17, T29, T31, T55, T80, T82, T84, T123, T145, T170, T172, T174, T197, T211, T235, T260, T262, T287, T301, T305, T325, T350, T352, T355, T377, T391, T395, T415, T440, T442
2. Interacting via written English		McGraw-Hill California Wonders
PI.2.2.Em	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Unit 1: T154-T155, T428-T429; Unit 2: T246-T247, Unit 3: T62-T63, T338-T339; Unit 4: T330-T331; Unit 5: T60-T61, T240-T241, Unit 6: T60-T61, T330-T331
PI.2.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Unit 1: T154-T155, T428-T429; Unit 2: T246-T247, Unit 3: T62-T63, T338-T339; Unit 4: T330-T331; Unit 5: T60-T61, T240-T241, Unit 6: T60-T61, T330-T331
PI.2.2.Br	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Unit 1: T154-T155, T428-T429; Unit 2: T246-T247, Unit 3: T62-T63, T338-T339; Unit 4: T330-T331; Unit 5: T60-T61, T240-T241, Unit 6: T60-T61, T330-T331

Part I: Interacting in Meaningful Ways

3. Offering opinions		<i>McGraw-Hill California Wonders</i>
PI.2.3.Em	Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i>), as well as open responses, in order to gain and/or hold the floor.	Unit 1: T333, T415; Unit 3: T223; Unit 6: T415
PI.2.3.Ex	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.	Unit 1: T333, T415; Unit 3: T223; Unit 6: T415
PI.2.3.Br	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, etc.	Unit 1: T333, T415; Unit 3: T223; Unit 6: T415
4. Adapting language choices		<i>McGraw-Hill California Wonders</i>
PI.2.4.Em	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	Unit 4: T200, T216, T226, T232, T238, T363 (Writing Workstation Activity Cards) Unit 5: T200, T216, T226, T232, T238, T398-T399
PI.2.4.Ex	Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	Unit 4: T200, T216, T226, T232, T238, T363 (Writing Workstation Activity Cards) Unit 5: T200, T216, T226, T232, T235, T238, T397, T398-T399,
PI.2.4.Br	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	Unit 4: T200, T216, T226, T232, T238, T363 (Writing Workstation Activity Cards) Unit 5: T200, T216, T226, T232, T238, T398-T399

Part I: Interacting in Meaningful Ways		
B. Interpretive		
5. Listening actively		<i>McGraw-Hill California Wonders</i>
PI.2.5.Em	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.	Start Smart: S23 Unit 1: T21, T25, T33, T47L, T82, T84, T117, T123, T125, T139L, T174, T176, T201, T209, T211, T215, T217, T223, T266, T268, T297, T301, T307, T323L, T325, T358, T360, T391, T413D, T448, T450 Unit 2: T9, T25, T27, T37, T39, T47L, T49, T82, T84, T117, T119, T131, T139N, T141, T174, T176, T209, T211, T217, T231L, T266, T268, T301, T309, T323J, T325, T358, T360, T377, T391, T413, T415, T448, T450 Unit 3: T21, T25, T27, T31, T33, T37, T47J, T82, T84, T101, T117, T119, T129, T131, T139L, T141, T174, T176, T195, T209, T223, T231L, T266, T268, T285, T303, T309, T313, T315, T319, T323H, T358, T360, T391, T393, T399, T413D, T448, T450 Unit 4: T23, T25, T31, T35, T45L, T47, T80, T82, T113, T115, T117, T135H, T170, T172, T203, T205, T207, T209, T211, T217, T225P, T260, T262, T299, T301, T307, T317, T350, T352, T353, T369, T385, T387, T359, T391, T395, T397, T440, T442 Unit 5: T9, T23, T25, T35, T37, T39, T45L, T47, T80, T82, T101, T113, T115, T121, T123, T127, T135P, T170, T172, T203, T205, T217, T225H, T260, T262, T293, T295, T307, T315L, T350, T352, T383, T385, T387, T405D, T440, T442 Unit 6: T23, T25, T31, T45L, T80, T82, T113, T115, T121, T135L, T170, T172, T205, T215, T217, T225J, T227, T260, T262, T293, T295, T315L, T352, T371, T383, T385, T391, T395, T405D, T407, T440, T442
PI.2.5.Ex	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.	Start Smart: S23 Unit 1: T21, T47L, T49, T82, T84, T117, T123, T174, T176, T215, T223, T266, T268, T293, T301, T307, T323L, T325, T358, T360, T413D, T448, T450 Unit 2: T9, T31, T39, T47L, T82, T84, T113, T123, T127, T174, T176, T193, T201, T205, T209, T215, T217, T227, T231L, T266, T268, T301, T309, T311, T319, T323J, T358, T360, T385, T391, T397, T413, T423, T448, T450 Unit 3: T25, T33, T37, T39, T47J, T49, T82, T84, T101, T109, T113, T117, T125, T131, T139L, T174, T176, T193, T209, T215, T219, T221, T231L, T266, T268, T309, T311, T313, T319, T323H, T358, T360, T377, T391, T399, T401, T413D, T448, T450 Unit 4: T9, T17, T31, T37, T45L, T80, T82, T99, T107, T119, T127, T131, T135H, T137, T170, T172, T197, T203, T209, T211, T213, T217, T225D, T260, T262, T287, T299, T301, T350, T352, T393, T389, T391, T397, T401, T407, T440, T442 Unit 5: T17, T23, T29, T33, T35, T37, T45L, T47, T80, T82, T99, T113, T119, T121, T131, T135P, T145, T170, T172, T189, T197, T203, T211, T225H, T227, T260, T262, T279, T287, T293, T301, T305, T307, T311, T315L, T350, T352, T369, T377, T383, T393, T401, T405D, T440, T442 Unit 6: T23, T29, T31, T35, T45L, T80, T82, T99, T101, T107, T113, T121, T125, T135L, T137, T170, T172, T189, T205, T211, T217, T221, T225J, T227, T260, T262, T279, T281, T293, T299, T305, T311, T315L, T352, T369, T377, T383, T389, T391, T395, T401, T405D, T440, T442
PI.2.5.Br	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	Start Smart: S23 Unit 1: T21, T82, T84, T117, T174, T176, T215, T223, T266, T268, T307, T325, T358, T360, T448, T450 Unit 2: T39, T82, T84, T123, T127, T174, T176, T201, T266, T268, T358, T360, T448, T450 Unit 3: T9, T82, T84, T125, T174, T176, T266, T268, T311, T358, T360, T448, T450 Unit 4: T9, T31, T80, T82, T99, T107, T131, T135H, T170, T172, T209, T211, T213, T260, T262, T299, T301, T350, T352, T389, T391, T440, T442 Unit 5: T55, T80, T82, T170, T172, T260, T262, T350, T352, T440, T442 Unit 6: T80, T82, T170, T172, T260, T262, T352, T440, T442

Part I: Interacting in Meaningful Ways

6. Reading/viewing closely		McGraw-Hill California Wonders
PI.2.6.Em	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	Unit 1: T125, T131, T217 Unit 2: T101, T131, T135, T217, T277, T231L, T309 Unit 3: T39, T125, T309, T315, T364, T399 Unit 4: T175, T301, T307, T311, T356, T401 Unit 5: T33, T121, T122, T175, T211, T221, T225H, T265, T303, T355, T401 Unit 6: T31, T85, T175, T209, T211, T299, T355, T401
PI.2.6.Ex	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	Unit 1: T125, T131, T217 Unit 2: T101, T131, T135, T139N, T217, T227, T231L, T309 Unit 3: T9, T309, T315, T364, T399 Unit 4: T175, T301, T307, T311, T356, T401 Unit 5: T33, T121, T123, T175, T211, T221, T265, T355, T401 Unit 6: T31, T85, T121, T175, T209, T211, T299, T355, T391, T401
PI.2.6.Br	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	Unit 1: T125, T217 Unit 2: T101, T127, T131, T135, T217, T227, T231L Unit 3: T33, T39, T309, T315, T364, T399 Unit 4: T175, T301, T307, T311, T356, T391, T401 Unit 5: T33, T121, T123, T175, T211 Unit 6: T31, T85, T175, T209, T211, T217, T299, T301, T311, T391, T401
7. Evaluating language choices		McGraw-Hill California Wonders
PI.2.7.Em	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	Unit 1: T21, T215, T271 Unit 2: T313, T397, T403 Unit 3: T205 Unit 4: T265, T266, T445, T446 Unit 5: T395, T446 Unit 6: T391, T395, T445
PI.2.7.Ex	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.	Unit 1: T21, T271 Unit 2: T313, T397 Unit 4: T265, T266, T445, T446 Unit 5: T446 Unit 6: T395, T445
PI.2.7.Br	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.	Unit 2: T397 Unit 4: T266, T446 Unit 5: T446
8. Analyzing language choices		McGraw-Hill California Wonders
PI.2.8.Em	Distinguish how two different frequently-used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience.	Unit 1: T241 Unit 2: T31, T123, T195, T313, T405, T423 Unit 3: T11, T221, T241 Unit 4: T119, T325 Unit 5: T17, T215, T301, T395 Unit 6: T35, T123, T125, T197, T305
PI.2.8.Ex	Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.	Unit 1: T241 Unit 2: T31, T123, T195, T313, T405, T423 Unit 3: T11, T221, T241 Unit 4: T119, T325 Unit 5: T17, T215, T301, T395 Unit 6: T35, T123, T125, T197, T305
PI.2.8.Br	Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> or <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.	Unit 1: T241 Unit 2: T31, T123, T195, T313, T405, T423 Unit 3: T11, T221, T241 Unit 4: T119, T325 Unit 5: T17, T215, T301, T395 Unit 6: T35, T123, T125, T197, T305

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C. Productive

9. Presenting

McGraw-Hill California Wonders

PI.2.9.Em	Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	Unit 1: T9, T17, T25, T33, T43, T47L, T84, T87, T89, T101, T117, T123, T135, T139L, T176, T178, T181, T201, T205, T209, T227, T231L, T268, T270, T273, T285, T293, T301, T319, T323L, T360, T365, T377, T385, T391, T409, T413D, T450, T452 Unit 2: T9, T17, T25, T33, T43, T47L, T49, T84, T135, T139N, T176, T193, T201, T227, T268, T273, T285, T293, T319, T333, T360, T362, T365, T377, T385, T391, T409, T450, T452, T453, T454, T455 Unit 3: T9, T17, T21, T25, T43, T47J, T84, T86, T89, T109, T117, T123, T135, T139L, T176, T181, T193, T209, T231L, T268, T273, T285, T293, T297, T301, T319, T323H, T360, T365, T379, T385, T391, T409, T413D, T450 Unit 4: T9, T17, T41, T45L, T82, T85, T113, T119, T123, T125, T131, T135H, T172, T177, T189, T203, T217, T221, T225P, T262, T264, T265, T279, T287, T352, T354, T369, T377, T383, T401, T442, T447 Unit 5: T9, T17, T23, T41, T82, T85, T87, T99, T107, T131, T172, T176, T189, T197, T221, T225H, T262, T266, T274, T287, T311, T315L, T352, T369, T377, T393, T401, T405D, T442, T445, T447 Unit 6: T9, T17, T23, T41, T45L, T82, T108, T113, T131, T135L, T172, T177, T189, T203, T221, T225J, T235, T262, T287, T293, T315L, T352, T369, T383, T442, T447
PI.2.9.Ex	Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	Unit 1: T9, T17, T31, T33, T43, T47L, T57, T84, T87, T89, T101, T117, T123, T135, T139L, T178, T179, T181, T201, T205, T209, T227, T231L, T268, T273, T301, T319, T323L, T360, T365, T377, T391, T409, T413D, T450, T452 Unit 2: T17, T33, T57, T84, T176, T268, T273, T333, T360, T365, T391, T409, T450, T452, T453, T454, T455 Unit 3: T25, T47J, T84, T86, T89, T117, T139L, T176, T181, T193, T231L, T268, T285, T293, T301, T323H, T360, T391, T413D, T450, T452 Unit 4: T82, T113, T119, T135H, T172, T177, T197, T203, T217, T221, T225P, T262, T264, T279, T287, T352, T383, T442 Unit 5: T41, T82, T172, T176, T262, T266, T352, T405D, T442 Unit 6: T45L, T82, T172, T177, T262, T352, T442
PI.2.9.Br	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).	Unit 1: T9, T17, T33, T84, T87, T89, T101, T117, T123, T135, T139L, T181, T201, T205, T209, T227, T231L, T268, T271, T273, T301, T319, T360, T365, T397, T413D, T423, T450, T452 Unit 2: T17, T33, T84, T176, T268, T270, T273, T311, T333, T360, T365, T450, T452, T453, T454, T455 Unit 3: T47J, T57, T84, T86, T89, T117, T139L, T176, T181, T193, T231L, T268, T285, T293, T301, T323H, T360, T391, T413D, T450 Unit 4: T82, T113, T119, T135H, T172, T175, T177, T197, T221, T262, T264, T279, T287, T352, T383, T442 Unit 5: T82, T145, T172, T176, T262, T265, T266, T352, T355, T442 Unit 6: T82, T85, T172, T177, T262, T352, T355, T442
10. Writing		McGraw-Hill California Wonders
PI.2.10.Em	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Start Smart: S15, S21 Unit 1: T39, T86, T87, T176, T178, T181, T405 Unit 2: T88, T181, T223, T271, T364 Unit 3: T223, T405, T454 Unit 4: T37, T86, T356 Unit 5: T37, T86, T266, T307, T356 Unit 6: T37, T86, T127, T176, T266, T307, T311, T356, T397, T405E

Part I: Interacting in Meaningful Ways

PI.2.10.Ex	Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Start Smart: S15, S21 Unit 1: T39, T86, T176, T181, T365, T405 Unit 2: T88, T181, T223, T271, T362, T364 Unit 3: T223, T405, T454 Unit 4: T37, T86, T356 Unit 5: T37, T86, T266, T307, T356 Unit 6: T37, T86, T127, T176, T266, T307, T356, T397
PI.2.10.Br	Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	Start Smart: S15, S21 Unit 1: T39, T86, T87, T176, T181, T365, T405 Unit 2: T88, T181, T271, T364 Unit 3: T454 Unit 4: T86, T356 Unit 5: T37, T86, T266, T356 Unit 6: T86, T176, T266, T356
11. Supporting opinions		McGraw-Hill California Wonders
PI.2.11.Em	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	Unit 2: T123, T311, T403 Unit 3: T31 Unit 4: T41, T301, T369 Unit 5: T189, Unit 6: T217, T369
PI.2.11.Ex	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Unit 2: T123, T311, T403 Unit 3: T31 Unit 4: T41, T301, T369 Unit 5: T189, Unit 6: T217, T369
PI.2.11.Br	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	Unit 2: T123, T311, T403 Unit 3: T31 Unit 4: T41, T301, T369 Unit 5: T189, Unit 6: T217, T369
12. Selecting language resources		McGraw-Hill California Wonders
PI.2.12a.Em	Retell texts and recount experiences using key words.	Start Smart: S9, S11, S17, S23 Unit 1: T17, T31, T86, T88, T109, T174, T179, T180, T193, T205, T221, T266, T271, T272, T297, T307, T311, T358, T362, T363, T385, T397, T448, T452, T454 Unit 2: T9, T31, T39, T82, T86, T88, T101, T109, T117, T174, T178, T179, T193, T209, T215, T217, T266, T270, T285, T297, T301, T319, T323J, T358, T362, T363, T377, T413, T448, T452, T453, T454, T455 Unit 3: T9, T31, T82, T86, T87, T88, T101, T109, T174, T178, T180, T193, T201, T215, T219, T266, T272, T358, T362, T377, T448 Unit 4: T9, T17, T80, T84, T99, T107, T170, T174, T175, T176, T189, T209, T211, T260, T264, T265, T266, T350, T354, T377, T440, T444, T446 Unit 5: T9, T29, T45L, T80, T84, T99, T107, T113, T119, T123, T135P, T170, T175, T176, T189, T209, T260, T264, T265, T266, T279, T293, T301, T350, T354, T369, T383, T393, T440, T444, T445, T446 Unit 6: T9, T29, T35, T41, T80, T84, T123, T127, T170, T174, T189, T197, T203, T260, T265, T266, T279, T301, T315L, T354, T440, T444, T445
PI.2.12b.Em	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.	Start Smart: S27 Unit 1: T88, T109, T193, T221, T293, T297, T311, T385, T397 Unit 2: T86, T87, T178, T180, T205, T297, T363 Unit 3: T87, T178, T179, T270, T271, T362, T452, T453 Unit 4: T84, T174, T445 Unit 5: T35, T84, T305, T354 Unit 6: T99, T264, T446

Part I: Interacting in Meaningful Ways		
PI.2.12a.Ex	Retell texts and recount experiences using complete sentences and key words.	Start Smart: S9, S11, S17, S23 Unit I: T17, T31, T86, T88, T109, T174, T178, T180, T193, T201, T205, T221, T266, T270, T271, T272, T285, T297, T307, T311, T358, T362, T363, T363, T377, T385, T397, T448, T452, T454 Unit 2: T9, T39, T82, T86, T88, T101, T109, T117, T174, T178, T179, T193, T209, T215, T217, T266, T270, T285, T297, T301, T319, T323J, T362, T377, T448, T452, T453, T454, T455 Unit 3: T9, T31, T82, T86, T87, T88, T101, T109, T129, T174, T178, T180, T210, T219, T266, T272, T358, T362, T377, T448 Unit 4: T9, T17, T80, T84, T99, T107, T145, T170, T174, T175, T176, T189, T209, T211, T260, T264, T265, T266, T350, T354, T377, T440, T444, T446 Unit 5: T9, T17, T29, T45L, T80, T84, T99, T107, T113, T119, T123, T135P, T170, T175, T176, T189, T209, T260, T264, T265, T266, T279, T293, T301, T350, T354, T369, T383, T393, T440, T444, T445, T446 Unit 6: T9, T29, T35, T41, T80, T84, T127, T170, T174, T189, T197, T215, T260, T265, T266, T279, T287, T301, T354, T440, T444, T445
PI.2.12b.Ex	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.	Start Smart: S27 Unit I: T88, T109, T193, T287, T293, T297, T311, T385, T397 Unit 2: T86, T87, T178, T180, T363 Unit 3: T87, T178, T179, T270, T271, T362, T452, T453 Unit 4: T84, T174, T445 Unit 5: T84, T354 Unit 6: T37, T264, T399, T446
PI.2.12a.Br	Retell texts and recount experiences using increasingly detailed complete sentences and key words.	Start Smart: S9, S11, S17, S23 Unit I: T9, T17, T86, T88, T109, T125, T178, T179, T180, T193, T217, T221, T266, T270, T271, T272, T285, T297, T307, T311, T358, T362, T363, T385, T397, T448, T452, T454 Unit 2: T8, T39, T82, T86, T88, T101, T109, T174, T178, T179, T193, T215, T217, T266, T270, T285, T297, T319, T358, T362, T363, T377, T385, T448, T452, T453, T454, T455 Unit 3: T9, T33, T82, T86, T87, T88, T101, T174, T176, T178, T180, T201, T219, T266, T272, T358, T362, T377, T385, T448, T452 Unit 4: T9, T17, T80, T99, T107, T145, T170, T175, T189, T209, T211, T260, T264, T266, T281, T350, T354, T377, T440, T444, T446 Unit 5: T9, T17, T29, T80, T99, T107, T119, T123, T135P, T170, T175, T176, T189, T209, T260, T264, T265, T266, T279, T287, T301, T350, T369, T393, T440, T444, T446 Unit 6: T17, T29, T31, T80, T170, T189, T197, T260, T265, T266, T279, T397, T440, T444, T445
PI.2.12b.Br	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket.</i>) to create an effect, precision, and shades of meaning while speaking and writing.	Start Smart: S27 Unit I: T113, T270, T272, T362, T385, T397 Unit 2: T86, T87, T113, T178, T180, T195, T287, T362, T363 Unit 3: T11, T37, T87, T149, T178, T179, T205, T221, T270, T271, T313, T362, T452, T453 Unit 4: T84, T174, T445 Unit 5: T84, T215, T281, T354, T371 Unit 6: T191, T264, T271, T395, T446

Part II: Learning About How English Works		
A. Structuring Cohesive Texts		
1. Understanding text structure		McGraw-Hill California Wonders
PII.2.1.Em	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Unit I: T364 Unit 2: T33, T223, T272 Unit 3: T88, T125, T131, T364 Unit 4: T176 Unit 6: T217, T307

Part II: Learning About How English Works

PII.2.1.Ex	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	Unit 1: T364 Unit 2: T33, T223, T272 Unit 3: T88, T125, T131, T364 Unit 4: T176 Unit 6: T307
PII.2.1.Br	Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.	Unit 1: T364 Unit 2: T33, T272 Unit 3: T88, T125, T364 Unit 4: T176
2. Understanding cohesion		McGraw-Hill California Wonders
PII.2.2.Em	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i>) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Unit 1: T315 Unit 2: T223, T315, T364 Unit 3: T125 Unit 4: T30-T31, T45A-T45L, T62-T63, T70-T71, T72-T73, T74-T75, T79, T122-T123, T135A-T135H Unit 5: T210-T211, T225A-T225H, T242-T243, T250-T251, T252-T253, T256-T257, T258-T259 Unit 6: T131, T221, T300-T301, T315A-T315L, T332-T333, T340-T341, T342-T343, T344-T345, T346-T347, T348-T349
PII.2.2.Ex	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>after a long time, first/next</i>) to comprehending texts and writing texts with increasing independence.	Unit 1: T315 Unit 2: T223, T315, T364 Unit 3: T125 Unit 4: T30-T31, T45A-T45L, T62-T63, T70-T71, T72-T73, T74-T75, T79, T122-T123, T135A-T135H Unit 5: T210-T211, T225A-T225H, T242-T243, T250-T251, T252-T253, T256-T257, T258-T259 Unit 6: T131, T221, T300-T301, T315A-T315L, T332-T333, T340-T341, T342-T343, T344-T345, T346-T347, T348-T349
PII.2.2.Br	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, suddenly</i>) to comprehending and writing texts independently.	Unit 1: T315 Unit 2: T223, T315, T364 Unit 3: T125 Unit 4: T30-T31, T45A-T45L, T62-T63, T70-T71, T72-T73, T74-T75, T79, T122-T123, T135A-T135H Unit 5: T210-T211, T225A-T225H, T242-T243, T250-T251, T252-T253, T256-T257, T258-T259 Unit 6: T131, T221, T300-T301, T315A-T315L, T332-T333, T340-T341, T342-T343, T344-T345, T346-T347, T348-T349
B. Expanding & Enriching Ideas		
3. Using verbs and verb phrases		McGraw-Hill California Wonders
PII.2.3a.Em	Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	Unit 1: T37, T87, T129, T313, T403, T453 Unit 3: T49, T141, T233, T325, T365 Unit 4: T47, T87, T137, T177, T227, T267, T317, T407 Unit 5: T407, T447
PII.2.3b.Em	Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	Unit 3: T141, T181, T233, T273, T325 Unit 4: T47, T137, T177, T227, T317, T357, T407 Unit 5: T407
PII.2.3a.Ex	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.	Unit 1: T37, T87, T129, T313, T403, T453 Unit 3: T49, T141, T233, T325, T365 Unit 4: T47, T87, T137, T177, T227, T267, T317, T407 Unit 5: T407, T447

Part II: Learning About How English Works		
PII.2.3b.Ex	Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	Unit 3: T141, T181, T233, T273, T325 Unit 4: T47, T137, T177, T227, T317, T357, T407 Unit 5: T407
PII.2.3a.Br	Use a variety of verb types (e.g., doing, saying, being/ having, thinking/feeling) independently.	Unit 1: T37, T87, T129, T313, T403, T453 Unit 3: T49, T141, T233, T325, T365 Unit 4: T47, T87, T137, T177, T227, T267, T317, T407 Unit 5: T407, T447
PII.2.3b.Br	Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently.	Unit 3: T141, T181, T233, T273, T325 Unit 4: T47, T137, T177, T227, T317, T357, T407 Unit 5: T407
4. Using nouns and noun phrases		McGraw-Hill California Wonders
PII.2.4.Em	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	Unit 6: T47, T87, T267, T297, T407, T446, T447
PII.2.4.Ex	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.	Unit 6: T47, T87, T267, T297, T407, T446, T447
PII.2.4.Br	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.	Unit 6: T86, T267, T446, T447
5. Modifying to add details		McGraw-Hill California Wonders
PII.2.5.Em	Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school</i> , <i>with my friend</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	Unit 1: T455 Unit 6: T317, T357
PII.2.5.Ex	Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	Unit 1: T455 Unit 6: T317, T357
PII.2.5.Br	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.	Unit 1: T455 Unit 6: T357

Part II: Learning About How English Works

C. Connecting & Condensing Ideas

6. Connecting ideas		<i>McGraw-Hill California Wonders</i>
P.2.6.Em	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	Unit 1: T415, T455 Unit 3: T180, T417, T454, T455 Unit 5: T356
P.2.6.Ex	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) with increasing independence.	Unit 1: T415, T455 Unit 3: T180, T454, T455
P.2.6.Br	Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.</i>) independently.	Unit 1: T415, T455 Unit 3: T180, T454, T455
7. Condensing ideas		<i>McGraw-Hill California Wonders</i>
P.2.7.Em	Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. -> It's green and red.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Unit 3: T389, T406-T407, T415, T421, T427, T455
P.2.7.Ex	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the rainforest.</i>) to create precise and detailed sentences with increasing independence.	Unit 3: T389, T406-T407, T415, T421, T427, T455
P.2.7.Br	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences independently.	Unit 3: T389, T406-T407, T415, T421, T427, T455

Part III: Using Foundational Literacy Skills

Foundational Literacy Skills (See Appendix A-Grade Two):		<i>McGraw-Hill California Wonders</i>
PIII	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	Start Smart: S7, S12, S18, S25 Unit 1: T13, T14, T17, T29, T37, T49, T66, T67, T68, T69, T87, T88, T105, T121, T141, T158, T159, T160, T161, T179, T180, T197, T198, T214, T250, T251, T252, T253, T272, T289, T205, T342, T343, T344, T345, T362, T363, T364, T365, T3781, T395, T432, T433, T434, T435, T453, T454 Unit 2: T13, T27, T29, T33, T37, T66, T67, T68, T69, T87, T88, T105, T106, T119, T121, T129, T158, T159, T160, T161, T179, T180, T197, T198, T201, T211, T213, T221, T250, T251, T252, T253, T271, T272, T285, T289, T290, T303, T305, T342, T343, T344, T345, T364, T377, T381, T385, T393, T395, T397, T432, T433, T434, T435, T454 Unit 3: T13, T17, T27, T29, T31, T66, T67, T68, T69, T88, T105, T113, T121, T129, T158, T159, T160, T161, T179, T180, T197, T201, T213, T250, T251, T252, T253, T272, T285, T287, T289, T293, T303, T305, T311, T342, T343, T344, T345, T364, T381, T393, T395, T401, T403, T432, T433, T434, T435, T453, T454 Unit 4: T9, T11, T13, T25, T27, T33, T35, T64, T65, T66, T67, T85, T86, T103, T107, T115, T117, T119, T123, T154, T155, T156, T157, T176, T193, T205, T207, T244, T245, T246, T247, T266, T283, T305, T334, T335, T336, T337, T355, T356, T369, T373, T385, T387, T389, T424, T425, T426, T427, T446, T447 Unit 5: T13, T17, T25, T27, T35, T64, T65, T66, T67, T85, T86, T103, T107, T117, T154, T155, T156, T157, T176, T193, T205, T207, T215, T217, T244, T245, T246, T247, T266, T283, T295, T297, T303, T334, T335, T336, T337, T356, T357, T369, T373, T385, T387, T389, T424, T425, T426, T427, T445, T446 Unit 6: T13, T25, T27, T64, T65, T66, T67, T86, T103, T107, T115, T117, T154, T155, T156, T157, T176, T193, T207, T215, T244, T245, T246, T247, T265, T266, T283, T287, T295, T297, T334, T335, T336, T337, T356, T369, T385, T387, T389, T424, T425, T426, T427, T446

California

Next Generation Science Standards

Grade 2

Each performance expectation is coded in the following manner:

Grade Level	Discipline	Core Idea	Sub-Idea
2	LS	2	A

Grade 2 Science

2-LS2	Ecosystems: Interactions, Energy, and Dynamics	McGraw-Hill California Wonders
2-LS2-1.	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Science Workstation Activity Cards: 20, 26
2-LS2.A	Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)	Reading/Writing Workshop: Unit 6: 408-409 Literature Anthology: Unit 6: 486-505, 508-511 Science Workstation Activity Cards: 20, 26 Teacher's Edition: Unit 6: T19, T28, T45B-T45J, T51A-T51B, T54
2-ETS1.B	Developing Possible Solutions • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (<i>secondary to 2-LS2-2</i>)	Science Workstation Activity Cards: 19, 20, 26, 28
2-LS4	Biological Evolution: Unity and Diversity	McGraw-Hill California Wonders
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	Science Workstation Activity Cards: 3, 4, 6, 8, 10, 19
2-LS4.D	Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)	Reading/Writing Workshop: Unit 1: 66-67, 74-75; Unit 2: 98-99, 106-107, 134-135, 146-147, 154-155 Literature Anthology: Unit 1: 84-85; Unit 2: 112-113, 132-135, 164-167, 184-185 Leveled Readers: Unit 1: Week 1: <i>People Helping Whales</i> (A, O, EL, B); Unit 2: Week 1: <i>Hippos at the Zoo</i> (A), <i>Where Are They Going?</i> (O, EL) <i>An Arctic Life for Us</i> (B) Week 3: <i>A Tree Full of Life</i> (A, O, EL, B) Week 4: <i>Animal Families</i> (A, O, EL, B) Science Workstation Activity Cards: 4, 6, 8, 10, 19 Teacher's Edition: Unit 1: T284, T286, T294, T297, T300, T306, T308, T318, T323B, T326 T329A, T332, T338, T340, T350, T354, T360; Unit 2: T9, T10, T18, T21, T24, T42, T47B, T53A-T53B, T56, T62, T64, T74, T78, T84, T192, T194, T203, T208, T226, T231A-T231B, T234, T237A, T240, T246, T248, T258, T262, T268, T284, T286, T294, T297, T300, T306, T318, T332, T338, T340, T350, T354, T360, T465

Grade 2 Science		
2-ESS1	Earth's Place in the Universe	McGraw-Hill California Wonders
2-ESS1-1.	Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.	Science Workstation Activity Cards: 28
2-ESS1.C:	The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	Reading/Writing Workshop: Unit 3: 198-199; Unit 4: 272-273, 276-279 Literature Anthology: Unit 4: 324-329, 334-335 Leveled Readers: Unit 4: Week 2: <i>Earthquakes</i> (A, O, EL, B) Science Workstation Activity Cards: 28 Teacher's Edition: Unit 3: T103, T110, T116; Unit 4: T98, T100, T109, T112, T130, T135B, T135D, T141A, T142, T144, T145, T150, T152, T162, T166, T170, T172, T278, T280, T284, T292, T293, T298, T300, T310, T321A, T324, T330, T332, T342, T346, T352, T360
2-ESS2	Earth's Systems	
2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Science Workstation Activity Cards: 17
2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Science Workstation Activity Cards: 17
2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Literature Anthology: Unit 6: 516-519 Science Workstation Activity Cards: 17, 24 Teacher's Edition: Unit 6: T135C-T135D
2-ESS2.A	Earth Materials and Systems • Wind and water can change the shape of the land. (2-ESS2-1)	Leveled Readers: Unit 6: Week 2: <i>Wind Power</i> (A, O, EL, B) Science Workstation Activity Cards: 17 Teacher's Edition: Unit 6: T152, T162, T166, T172
2-ESS2.B	Plate Tectonics and Large-Scale System Interactions • Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)	Science Workstation Activity Cards: 17
2-ESS2.C	The Roles of Water in Earth's Surface Processes • Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)	Science Workstation Activity Cards: 17, 24 Teacher's Edition: Unit 6: T138, T150
2-ETS1.C	Optimizing the Design Solution Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (<i>secondary to 2-ESS2-1</i>)	Science Workstation Activity Cards: 17, 27
2-PS1	Matter and its Interactions	McGraw-Hill California Wonders
2-PS1-1.	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Science Workstation Activity Cards: 15
2-PS1-2.	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Reading/Writing Workshop: Unit 3: 182-187 Teacher's Edition: Unit 3: T18-T21

Grade 2 Science

2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Science Workstation Activity Cards: 27
2-PS1.B	Chemical Reactions <ul style="list-style-type: none"> • Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4) 	Literature Anthology: Unit 6: 524-525 Science Workstation Activity Cards: 27 Teacher's Edition: Unit 6: T112, T130, T135B, T138, T148
K-2	Engineering Design	McGraw-Hill California Wonders
K-2-ETS1-3.	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Literature Anthology: Unit 3: 212-215, 220-223, 224-225, 230-231 Teacher's Edition: Unit 3: T47A-T47B
K-2-ETS1.A	Defining and Delimiting Engineering Problems <ul style="list-style-type: none"> • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) 	Reading/Writing Workshop: Unit 3: 182-187; Unit 4: 272-273, 278-279 Literature Anthology: Unit 3: 214-215; Unit 4: 322-329, 334-335 Leveled Readers: Unit 4: Week 2: <i>Earthquakes</i> (A, O, EL, B) Teacher's Edition: Unit 2: T56; Unit 3: T18-T21, T21, T24, T30, T42, T47A-T47B, T47E-T47F, T47G, T50, T53B, T56, T57; Unit 4: T98, T100, T109, T112, T130, T135A-T135D, T141B, T144, T145, T150, T152, T162, T166, T172, T324, T330, T411B
	<ul style="list-style-type: none"> • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) 	Reading/Writing Workshop: Unit 6: 416-417, 422-423 Literature Anthology: Unit 6: 514-515 Teacher's Edition: Unit 6: T99, T109, T135B



California History-Social Science Standards

Grade 2

Each standard is coded in the following manner:

History-Social Science	Grade Level	Standard
HSS	2	1.1

Kindergarten History–Social Science

Standard 2.1: Students differentiate between things that happened long ago and things that happened yesterday.		McGraw-Hill California Wonders
HSS 2.1.1.	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	Social Studies Workstation Activity Cards: 7
Standard 2.2: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.		McGraw-Hill California Wonders
HSS 2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	Reading/Writing Workshop: Unit 4: 262-265 Literature Anthology: Unit 4: 302-303, 324-325 Leveled Readers: Unit 4: Week 1: <i>Rocky Mountain National Park</i> (A, O, EL, B) Social Studies Workstation Activity Cards: 16 Teacher's Edition: Unit 4: T10, T19, T22, T45B, T51A, T54, T62, T72, T76, T82, T135B
HSS 2.2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	Social Studies Workstation Activity Cards: 18
Standard 2.3: Students explain governmental institutions and practices in the United States and other countries.		McGraw-Hill California Wonders
HSS 2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.	Social Studies Workstation Activity Cards: 21
HSS 2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	Social Studies Workstation Activity Cards: 13, 22, 25, 30

Kindergarten History–Social Science		
Standard 2.4: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.		McGraw-Hill California Wonders
HSS 2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	Social Studies Workstation Activity Cards: 29
HSS 2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	Literature Anthology: Unit I: 104–107, 108–109 Leveled Readers: Unit I: Week 5: <i>Families at Work</i> (A, O, EL, B) Social Studies Workstation Activity Cards: 5, 29 Teacher’s Edition: Unit I: T413A–T413B, T419B, T422, T428, T430, T440, T444, T450
HSS 2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).	Reading/Writing Workshop: Unit I: 88–89; Unit 5: 372–373, 378–379 Leveled Readers: Unit 5: Week 4: <i>Let’s Carpool</i> (A) <i>Our Beautiful Tree</i> (O, EL) <i>Family Night Unplugged</i> (B) Social Studies Workstation Activity Cards: 29 Teacher’s Edition: Unit I: T387 Unit 5: T278, T289, T292, T324, T330, T332, T342, T346, T352
Standard 2.5: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).		McGraw-Hill California Wonders
HSS 2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Reading/Writing Workshop: Unit 3: 218–219; Unit 5: 362–365 Literature Anthology: Unit 3: 256–259, 268–271; Unit 5: 444–445, 454–455 Leveled Readers: Unit 3: Week 3: <i>City Communities</i> (A, O, EL, B); Unit 5: Week 3: <i>Rudy Garcia-Tolson</i> (A, O, EL, B) Social Studies Workstation Activity Cards: 23 Teacher’s Edition: Unit 3: T205, T231A–T231B, T231G–T231H, T240, T246, T248, T258, T262, T268; Unit 5: T198–T199, T225B, T225G, T231A, T234, T240, T242, T252, T256, T262